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ABSTRACT

The Chabot College (California) Student Outcomes Report, fall 1996, is a compilation of data and trends in four major areas of the college's student outcomes: (1) course success and withdrawal; (2) persistence; (3) degree and certificate completion; and (4) transfer. These data provide information on all students, according to their status such as new or continuing, full- or part-time, male or female, race-ethnicity, as well as their matriculation and program status. Both overall and detailed student outcome measures are provided. Besides providing the overall success, withdrawal, persistence, graduation, and transfer rates at Chabot, the information in this report is used to identify the groups of students who are having the most difficulty in progressing toward their educational goals, and to highlight some of the campus programs that support student progress and success. Since this information covers the years before and after the quarter-to-semester conversion at Chabot College, the data can be used as the semester baseline level from which to monitor and evaluate outcomes in the future. The report contains numerous data charts and tables, and includes an appendix of methods and definitions. (AS)

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Chabot College

Office of Institutional Research

Student Outcomes Report

The latest numbers and recent trends in student success, withdrawal, persistence, degrees/certificates, and transfer

Fall 1996

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Prepared by

Carolyn L. Arnold, Institutional Researcher
Rachel Ugale, College Clerk III

Funded by

Chabot College
Chabot College Office of Matriculation and Academic Standards
Chabot College Office of Institutional Research
Chabot College Title III Grant

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I. Introduction

Content of the report

The Chabot College *Student Outcomes Report* is a compilation of the most recent numbers, rates, and trends at Chabot College in four major areas of community college student outcomes—course success and withdrawal, persistence, degree and certificate completion, and transfer. These numbers and rates are provided for all Chabot students as well as for subgroups of students such as new and continuing students, full-time and part-time students, women and men, students in major race-ethnicity groups, and students who have and have not received various Matriculation and other student services and programs. Most of these measures are shown through 1995-96, for the several years before and after the Chabot-Las Positas Community College District converted from the quarter system to the semester system in Fall 1994.

Organization of the report

Both overall and detailed student outcome measures and summaries are provided in this report. For the latest overall college rates for all the student outcome measures, see the report summary on the next page. For more detailed summaries of each outcome measure and the differences by student subgroup and year, see the summary pages at the beginning of each chapter. To examine the actual student outcome numbers and calculated rates, to compare the rates for subgroups of students to the average rate, and to see how these rates have changed in the last few years, see the detailed tables and graphs in each chapter.

Uses of the report

Besides providing the overall success, withdrawal, persistence, graduation, and transfer rates at Chabot, the information in this report can be used to identify the groups of students who are having the most difficulty in progressing toward their educational goals. It can also highlight some of the campus programs that support student progress and success. This information can contribute to brainstorming and planning discussions within the campus, divisions, and departments about how to best promote the success of all students. In addition, since many of these rates and numbers have been calculated for the first time for all students and student subgroups, and since these data cover the years before and after the quarter-to-semester conversion, this information can be used as the semester baseline level from which to monitor and evaluate these outcomes in the future. The Office of Institutional Research welcomes any suggestions about how this information can be made more helpful to the campus community.

Carolyn L. Arnold, Ph.D.
Chabot College Institutional Researcher
Fall 1996

Summary of report

Course and student success and withdrawal rates

Fall 1995	Course success rate:	66%
	Course withdrawal rate:	22%
Fall 1995	Students with at least one successful course:	78%
	Students who withdrew from all courses:	14%

Persistence rates of new students

Fall 1995 to Spring 1996: Fall to Spring persistence rate:	68%

Persistence rates of new Basic Skills students

Persistence to next level within 2 years: Autumn 93 to Spring 95	
English Basic Skills into English 1A:	41%
Basic Math into Elementary Algebra:	41%
Elementary Algebra into Intermediate Alg:	45%

Number of degree and certificate graduates

AA/AS degree graduates: 1995-96:	601
Occupational certificate graduates: 1995-96:	137

Number of transfers to CSU/UC

Full-year transfers to CSU: 1995-96:	831
Full-year transfers to UC: 1994-95:	161

Transfer-readiness rate

Percentage of transfer-directed new students in Fall 1991 who became ready to transfer within four years:	40%

The student outcomes of course success and withdrawal, persistence, degrees and certificates, and transfer represent three major missions of California's open-access community colleges—promoting student success in college, awarding AA/AS degrees and occupational certificates, and preparing students to transfer to four-year institutions. Since students come to community colleges with a variety of educational goals and levels of academic preparation, it is a challenging job to fulfill these missions for all students.

The student outcomes reported here show how many students are succeeding, persisting, and completing their education at Chabot, and how these rates varied by type of student. Many students experienced academic success at Chabot—an average of 66 percent of students in each classroom—and most (78%) students succeeded in at least one course. Many students persisted in their education at Chabot. Of new students in the Fall, 68 percent returned the next Spring. Of students in English basic skills, 41 percent persisted to college English within two years. Of students in Math basic skills, 41 to 45 percent persisted to the next higher Math level within two years. Many students completed their education at Chabot and took the next step. The number of degree and certificate graduates in 1993-94 and the number of Chabot students transferring to CSU and UC in 1994-95 were the highest they have ever been. Of the students who enrolled in college-level English and Math, 40 percent became eligible to transfer within four years. Over the last 10 years, the number of transfers to CSU has been stable and the number of transfers to UC has increased. However, the number of AA/AS and certificate graduates has declined. This report is offered as part of the ongoing discussion about the optimal level of these student outcomes and how the success of all groups of students can be improved.

II. Course and student success and withdrawal rates Summary

A. Success and withdrawal rates: Autumn 1993-Fall 1995
In this chapter, pages five and six provide the Chabot College course and student success and withdrawal rates for all students, new students, and continuing students in Autumn 1993, Fall 1994, and Fall 1995.

All students: Autumn 1993 to Fall 1995 (page 5)

Course rates
In Fall semester 1994, the first term of the semester system, more students withdrew from courses than in Autumn Quarter 1993. The course withdrawal rates rose from 17 percent in Autumn 1993 to 22 percent in Fall 1994, and remained at 22 percent in Fall 1995. Course success rates declined from 71 percent in Autumn 1993, to 67 percent in Fall 1994 and 66 percent in Fall 1995. These changes are the usual result of the increased term length when changing from 12-week quarters to the 17-week semesters, and it is too early to tell whether the new rates are stable or not. The Fall 1995 rates are:

Fall 1995	Course success rate:	66%
	Course withdrawal rate:	22%

Student rates
Student success and withdrawal rates changed only slightly between the quarter and semester systems. In Autumn 1993, 10 percent of the students withdrew from all of their courses, whereas in Fall 1994, 13 percent withdrew completely and in Fall 1995 14 percent withdrew completely. Student success rates declined slightly from 81 percent in Autumn 1993, to 79 percent in Fall 1994 and 78 percent in Fall 1995. These changes are so small that it is too early to tell whether they were the result of the quarter to semester conversion or whether they represent random fluctuation in these rates. The Fall 1995 rates are:

Fall 1995	Students with at least one successful course:	78%
	Students who withdrew from all courses:	14%

New students: Autumn 1993 to Fall 1995 (page 6)
New students experienced the same changes as all students between the quarter and semester systems: course success rates declined and course withdrawal rates rose, but student success and withdrawal rates changed only slightly. New students have lower success rates than all students. The Fall 1995 rates are:

Course rates

Fall 1995	Course success rate:	59%
	Course withdrawal rate:	24%

Student rates

Fall 1995	Students with at least one successful course:	73%
	Students who withdrew from all courses:	15%

Continuing students: Autumn 1993 to Fall 1995 (page 6)
Continuing students experienced the same changes as all students between the quarter and semester systems: course success rates declined and course withdrawal rates rose, but student success and withdrawal rates changed only slightly. Continuing students have higher success rates than all students.The Fall 1995 rates are:

Course rates

Fall 1995	Course success rate:	68%
	Course withdrawal rate:	21%

Student rates

Fall 1995	Students with at least one successful course:	79%
	Students who withdrew from all courses:	14%

Course and student success and withdrawal rates Summary (continued)

B. Course and student success and withdrawal rates: Fall 1995 and Fall 1994
In this chapter, pages seven through ten provide the Chabot College course success, non-success, and withdrawal rates for new and continuing students in Fall 1995, and the student success, completion, and withdrawal rates for new students in Fall 1994, by various student characteristics and student services used.

Course Success Rates: Fall 1995 (pages 7-9)
These tables show the following differences in course success rates:

Among all students (average success rate: 66%)
- Continuing students had higher success rates than new students (68% vs. 59%)

Among new students (average success rate: 59%)
- Women had slightly higher success rates than men (61% vs. 57%)
- Asian American and white students had higher than average success rates (> 65%)
- Filipino, Latino, Middle Eastern, Native American, and Pacific Islander students had average success rates (> 55%)
- African American and other students had lower than average success rates (<50%)
- Students whose primary language is other than English had slightly higher success rates than native English speakers (63% vs. 58%)
- Students 18-29 years old had average success rates, while students 30 years and older had higher than average success rates
- Full-time students had the highest success rates (65%), followed by part-time students with less than 6 units (54%). Part-time students with 6-11 units had lower than average success rates (48%).
- Students who received Matriculation services (assessment, orientation, counseling, student educational plan) and students who visited the Transfer Center or Career Center had higher success rates than students who did not obtain these services

Among continuing students (average success rate: 68%)
- Women had slightly higher success rates than men (70% vs. 66%)
- Asian American, Native American, and white students had higher than average success rates (> 70%)
- Filipino, Latino, Middle Eastern, Pacific Islander, and other students had average success rates (> 60%)
- African American students had lower than average success rates (55%)
- Students under 22 years old had lower than average success rates, students 22-29 had average success rates, and students 30 years and older had higher than average success rates
- Full-time and part-time students with less than 6 units had slightly higher success rates (70%). Part-time students with 6-11 units had slightly lower success rates (64%).
- Students who received the Matriculation services of counseling and a student educational plan and students who visited the Transfer Center or Career Center had somewhat higher success rates than students who did not obtain these services.

Student Success Rates Among New Students: Fall 1994 (page 10)
These tables show that the following groups of new students were more likely to complete and succeed in at least one course, and were the least likely to withdraw from all their courses:

- Full-time students
- Students who had received counseling and assessment
- Students within every race-ethnicity group who had received counseling and assessment

Chabot College

Course success and withdrawal rates, by courses and students

Transition from Quarter to Semester System: Autumn 1993 to Fall 1995

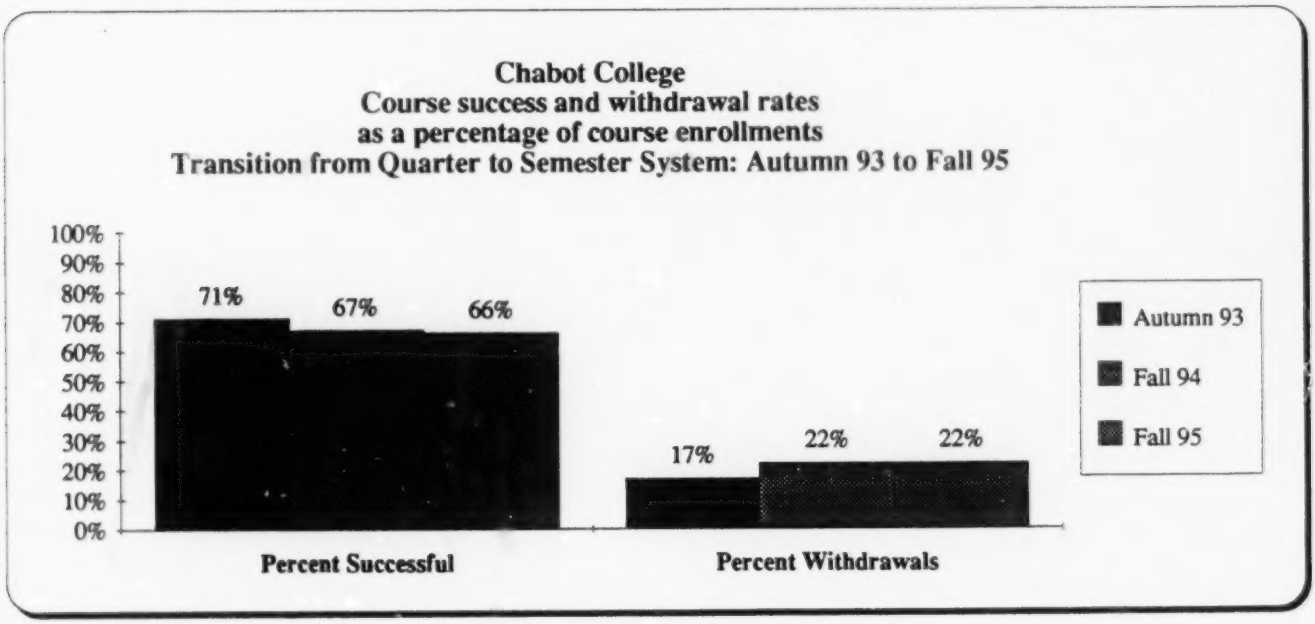
All students

In Fall Semester 94, the first term of the semester system, more students withdrew from courses than in Autumn Quarter 93. An increase in withdrawals is the usual result of the increased term length when changing from quarters to semesters. However, withdrawal rates rose only 5 percentage points between Aut 93 and Fall 94. By Fall 95, withdrawal rates had stabilized at 22 percent and success rates had stabilized at 66 percent. Of students in Fall 95, only 14 percent withdrew from all of their courses, 86 percent completed at least one course, and 78 percent completed at least one course successfully.

	By course enrollments				By students			
	Number of course enrollments at Census	Percentage of course enrollments			Number of students enrolled	Percentage of students		
Quarter/ semester		Success (A,B,C, CR)	Non-success (D, F, NC, I)	Withdrawal (W)		Success in one+ course	Completed at least one course	With-drew from all
Autumn 1993	36,796	71%	12%	17%	13,612	81%	90%	10%
Fall 1994	35,525	67%	11%	22%	13,019	79%	87%	13%
Fall 1995	36,590	66%	12%	22%	13,309	78%	86%	14%

Definitions

Enrollments/enrolled:	Enrolled on Census Day (end of 4th week) and received an A-F, CR, NC, W, or I
By course enrollments:	Total based on every COURSE enrollment, so students are counted for each course taken
By students:	Total based on the number of STUDENTS, regardless of number of courses taken
Success in course:	Enrolled at end of course and received an A, B, C, or CR
Non-success in course:	Enrolled at end of course and received a D, F, NC, or Incomplete (I)
Completion of course:	Enrolled at end of course and received a successful or non-successful grade
Withdrawal from course:	Left after Census and received a W (withdrawal)



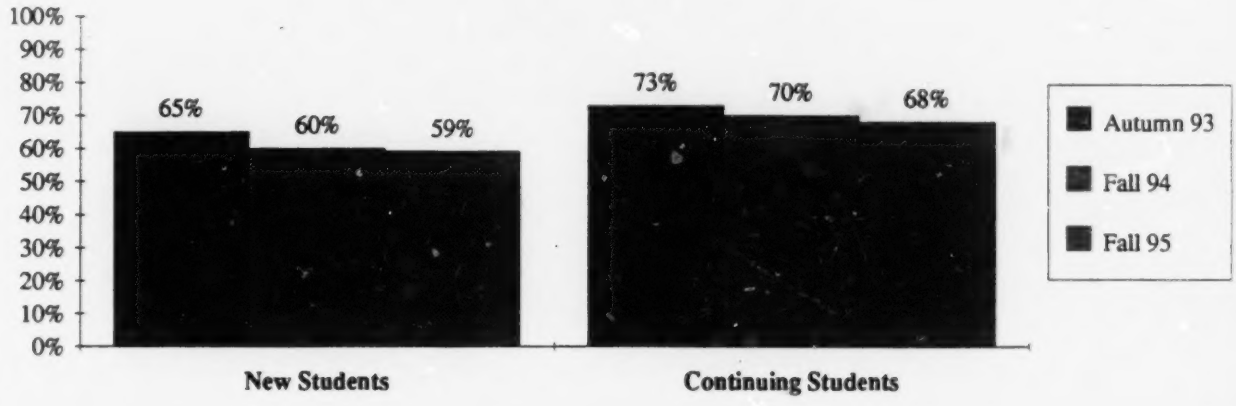
Chabot College
Course success and withdrawal rates, by courses and students
Transition from Quarter to Semester System: Autumn 1993 to Fall 1995

New and continuing students

This table shows course success and withdrawal rates separately for new and continuing students for Autumn 93, Fall 94, and Fall 95. In each Fall, continuing students had higher success rates and slightly lower withdrawal rates than new students. Both groups experienced an initial drop in success rates and a rise in withdrawal rates between the Aut 93 quarter system and the Fall 94 semester system. However, by Fall 95, the rates appeared to have stabilized for both groups. In Fall 95, course success rates were 59 percent for new students and 68 percent for continuing students.

	By course enrollments				By students			
	Number of course enrollments at Census	Percentage of course enrollments			Number of students enrolled	Percentage of students		
Quarter/ semester		Success (A,B,C, CR)	Non-success (D, F, NC, I)	Withdrawal (W)		Success in one+ course	Completed at least one course	With-drew from all
New students								
Autumn 1993	8,640	65%	17%	18%	2,763	78%	89%	11%
Fall 1994	7,477	60%	16%	24%	2,284	73%	85%	15%
Fall 1995	7,035	59%	17%	24%	2,202	73%	85%	15%
Continuing, returning, and transfer students								
Autumn 1993	28,009	73%	10%	16%	10,849	82%	90%	10%
Fall 1994	27,909	70%	10%	20%	10,735	81%	88%	12%
Fall 1995	29,555	68%	11%	21%	11,107	79%	86%	14%

Chabot College
Course success rates as a percentage of course enrollments
New and continuing students
Autumn 1993 to Fall 1995



Chabot College
Course success and withdrawal rates
New and continuing students, by gender and race-ethnicity
Fall 1995

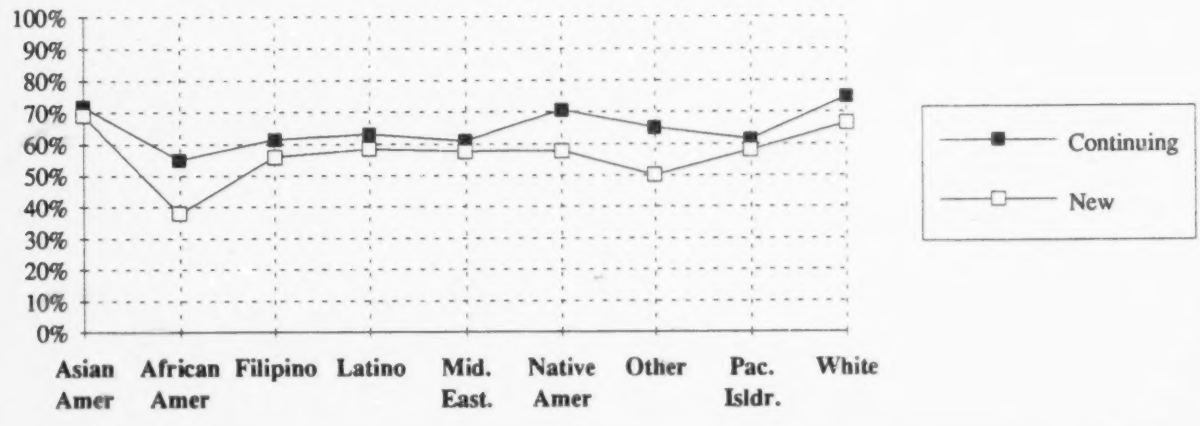
New students

	All Enrollments	Gender		Race-ethnicity								
		Female	Male	Asian Amer.	African Amer.	Filipino	Latino	Middle Eastern	Native Amer.	Other	Pacific Islander	White
Number of course enrollments	7,035	3,355	3,524	1,240	1,019	724	1,370	59	78	104	166	2,077
Percent success	59%	61%	57%	69%	38%	56%	58%	58%	58%	50%	58%	66%
Percent non-success	17%	16%	18%	13%	24%	19%	20%	20%	17%	23%	23%	12%
Percent withdrawals	24%	23%	25%	18%	38%	25%	22%	22%	26%	27%	19%	22%
	100%	100%	100%	100%	100%	100%	100%	100%	100%	100%	100%	100%

Continuing, returning, and transfer students

	All Enrollments	Gender		Race-ethnicity								
		Female	Male	Asian Amer.	African Amer.	Filipino	Latino	Middle Eastern	Native Amer.	Other	Pacific Islander	White
Number of course enrollments	29,555	15,375	13,962	5,375	3,694	2,684	4,811	125	332	479	484	11,076
Percent success	68%	70%	66%	72%	55%	61%	63%	61%	71%	65%	61%	75%
Percent non-success	11%	10%	12%	10%	16%	14%	15%	8%	8%	13%	12%	8%
Percent withdrawals	21%	20%	22%	18%	29%	25%	22%	31%	22%	22%	27%	18%
	100%	100%	100%	100%	100%	100%	100%	100%	100%	100%	100%	100%

Chabot College
Course success rates by race-ethnicity
New and continuing students
Fall 1995



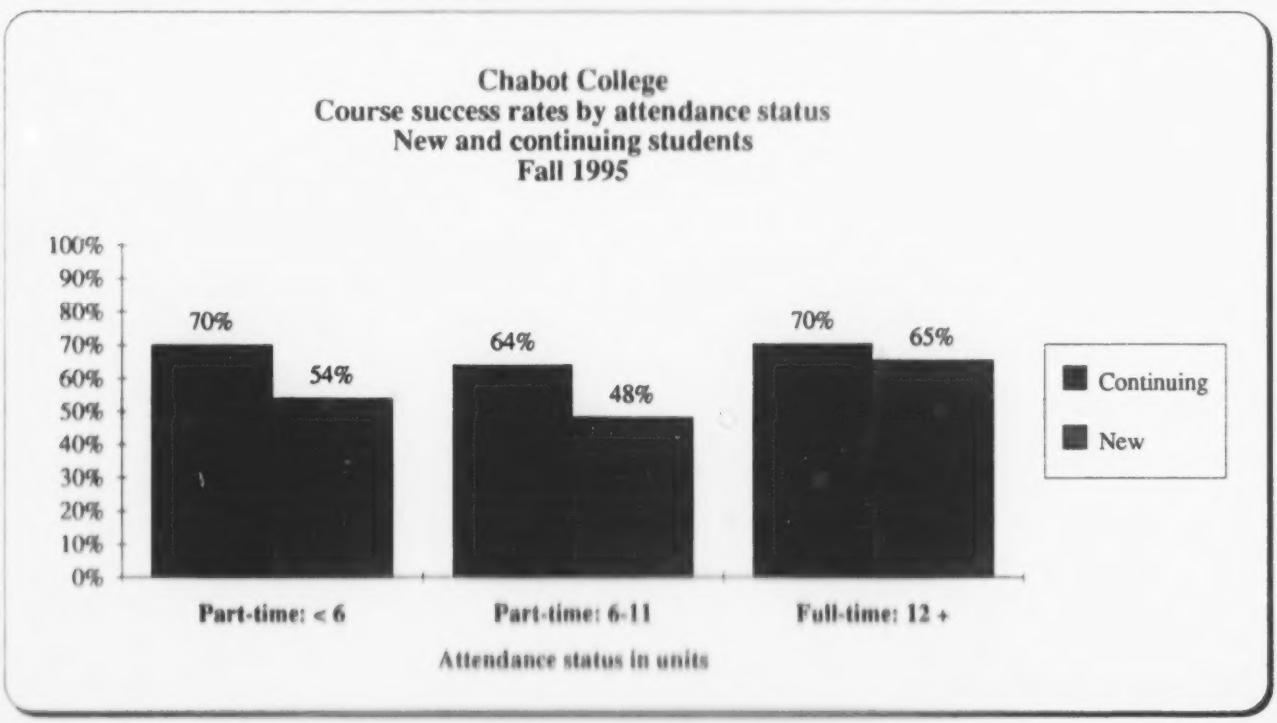
Chabot College
Course success and withdrawal rates
New and continuing students, by primary language, age, attendance
Fall 1995

New students

	All Enroll-ments	Primary language		Age in years							Attendance in units		
				Under 20	20-21	22-24	25-29	30-39	40-49	50 & over	Part-time < 6	Part-time 6-11	Full-time 12 +
Number of course enrollments	7,035	4,519	1,237	5,260	448	313	343	406	120	145	711	2,083	4,241
Percent success	59%	58%	63%	59%	56%	59%	53%	64%	72%	73%	54%	48%	65%
Percent non-success	17%	16%	18%	17%	15%	18%	16%	12%	12%	12%	14%	19%	16%
Percent withdrawals	24%	26%	20%	24%	29%	23%	31%	24%	17%	15%	32%	33%	19%
	100%	100%	100%	100%	100%	100%	100%	100%	100%	100%	100%	100%	100%

Continuing, returning, and transfer students

	All Enroll-ments	Primary language		Age in years							Attendance in units		
				Under 20	20-21	22-24	25-29	30-39	40-49	50 & over	Part-time < 6	Part-time 6-11	Full-time 12 +
Number of course enrollments	29,555	14,373	2,322	5,835	6,375	4,865	4,230	4,761	2,269	1,220	4,978	10,187	14,390
Percent success	68%	69%	68%	62%	63%	65%	69%	75%	78%	82%	70%	64%	70%
Percent non-success	11%	10%	11%	14%	14%	11%	10%	8%	7%	6%	9%	12%	11%
Percent withdrawals	21%	21%	21%	24%	23%	24%	21%	17%	16%	12%	21%	24%	19%
	100%	100%	100%	100%	100%	100%	100%	100%	100%	100%	100%	100%	100%



Chabot College
Course success and withdrawal rates
New and continuing students, by Matriculation and other student services
Fall 1995

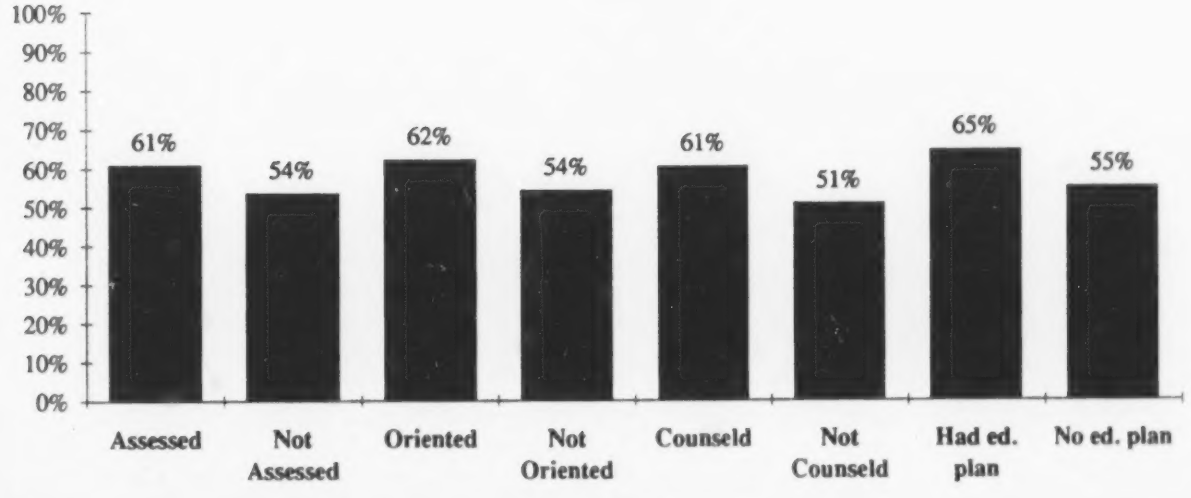
New students

	All Enroll-ments	Matriculation services: Assessment		Orientation		Counseling		Ed. plan		Transfer Center		Career Center	
		Yes	No	Yes	No	Yes	No	Yes	No	Yes	No	Yes	No
Number of course enrollments	7,035	5,257	1,778	4,246	2,789	5,981	1,054	2,953	4,082	966	6,069	1,221	5,814
Percent success	59%	61%	54%	62%	54%	61%	51%	65%	55%	74%	57%	74%	56%
Percent non-success	17%	16%	18%	16%	18%	17%	17%	15%	18%	13%	17%	13%	18%
Percent withdrawals	24%	23%	29%	22%	28%	23%	32%	20%	27%	13%	26%	13%	27%
	100%	100%	100%	100%	100%	100%	100%	100%	100%	100%	100%	100%	100%

Continuing, returning, and transfer students

	All Enroll-ments	Matriculation services: Assessment		Orientation		Counseling		Ed. plan		Transfer Center		Career Center	
		Yes	No	Yes	No	Yes	No	Yes	No	Yes	No	Yes	No
Number of course enrollments	29,555	10,525	19,030	11,691	17,864	22,729	6,826	6,105	23,450	6,638	22,917	5,844	23,711
Percent success	68%	66%	69%	68%	68%	69%	66%	72%	67%	75%	66%	73%	67%
Percent non-success	11%	13%	10%	12%	11%	11%	11%	11%	11%	9%	12%	11%	11%
Percent withdrawals	21%	21%	21%	20%	22%	20%	23%	17%	22%	16%	22%	17%	22%
	100%	100%	100%	100%	100%	100%	100%	100%	100%	100%	100%	100%	100%

Chabot College
Course success rates by Matriculation services
New students
Fall 1995



Chabot College
Student success, completion, and withdrawal rates
New students by units, counseling/assessment services, and race-ethnicity
Fall 1994

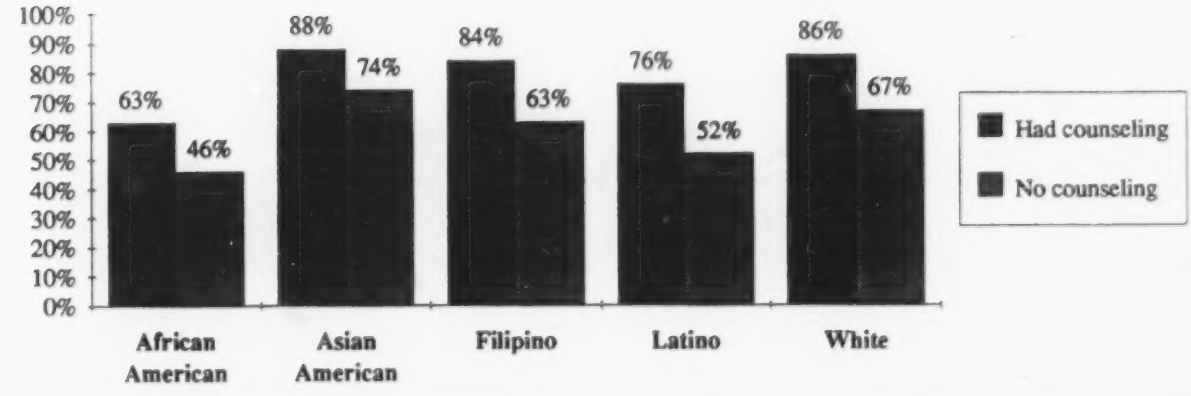
New students

	All New Stds	Number of units			All New students				New Full-time students			
		PT	PT	FT	Counseling		Assessment		Counseling		Assessment	
		1-5	6-11	12+	Yes	No	Yes	No	Yes	No	Yes	No
Number of students at Census	2,284	549	788	947	873	1,411	837	1,447	190	757	190	757
Success in at least 1 course	73%	54%	67%	89%	80%	62%	77%	65%	92%	76%	89%	85%
Completed at least one course	85%	68%	84%	95%	88%	79%	88%	79%	96%	92%	96%	95%
Withdrew from all courses	15%	32%	16%	5%	12%	21%	12%	21%	4%	8%	4%	5%
	100%	100%	100%	100%	100%	100%	100%	100%	100%	100%	100%	100%

New students

	Ali new stds		African Am		Asian/PacIs		Filipino		Latino		White	
	Counseling		Counseling		Counseling		Counseling		Counseling		Counseling	
	Yes	No	Yes	No	Yes	No	Yes	No	Yes	No	Yes	No
Number of students at Census	873	1,411	227	81	297	116	144	91	263	162	395	373
Success in at least 1 course	80%	62%	63%	46%	88%	74%	84%	63%	76%	52%	86%	67%
Completed at least one course	88%	79%	76%	70%	95%	87%	93%	81%	86%	72%	92%	81%
Withdrew from all courses	12%	21%	24%	30%	5%	13%	7%	19%	14%	28%	8%	19%
	100%	100%	100%	100%	100%	100%	100%	100%	100%	100%	100%	100%

Chabot College
Percentage of new students with success in at least one course
New students by race-ethnicity
with and without counseling
Fall 1994



III. Persistence Rates
Summary

A. Persistence rates of new students: Autumn 1993-Spring 1996
In this chapter, the first page of tables (page 13) provides the Chabot College term-to-term persistence rates for all new students from Autumn 1993 to Spring 1996. The next six pages of tables (pages 14-19) provide the Chabot College term-to-term persistence rates for new students from Autumn 1993 to Spring 1996, by various student characteristics and student services used.

All new students: Autumn 1993 to Fall 1995 (page 13)
This table shows the following patterns in persistence rates:

- Persistence is always higher from Fall to Spring than from Spring to Fall.
- The persistence rates of new students were maintained during the quarter-to-semester conversion
- *Latest Fall to Spring persistence rate: Fall 95 to Spr 96: 68%*

New students by student characteristics: Autumn 1993 to Fall 1995 (pages 14-19)
These tables show the following differences and changes in persistence rates:

Differences among new students in latest persistence rate (Fall 95-Spr 96: 68%)
- Women had slightly higher persistence rates than men (70% vs. 66%)
- Asian American, Filipino, Middle Eastern, and other students had higher than average persistence rates (> 73%)
- Latino, Pacific Islander, and white students had average persistence rates (> 63%)
- African American and Native American students had lower than average persistence rates (<60%)
- Students whose primary language is other than English had higher persistence rates than native English speakers (71% vs. 64%)
- Students 18-19 years old had higher than average persistence rates (76%), while students 20 years and older had lower than average persistence rates (<63%)
- Full-time students had the highest persistence rates (87%), followed by part-time students with 6-11 units (66%). Part-time students (under 6 units) had much lower persistence rates (39%).
- Students with the educational goal of transfer had a higher than average persistence rate (77%). Students who had the goal of an AA/AS degree, personal development, or were undecided had an average persistence rate (>63%), and students with the goal of job training had a lower than average persistence rate (50%).
- Students who received Matriculation services (assessment, orientation, counseling, student educational plan, tutoring) and students who visited the Transfer Center, Career Center, or Student Services Computer Center had much higher persistence rates than students who did not obtain these services.
- Students in the Early Decision program, in the EOPS program (Fall 94), and student athletes had much higher persistence rates than students who were not in these programs.
- Students from all the local high school districts (45% of new students) had average or higher than average persistence rates. Students from the Castro Valley, New Haven, and San Lorenzo districts and from Moreau had the highest persistence rates (>73%)

Changes among new students in persistence rates between Autumn 93 and Fall 95
- Increases (>5 percentage points) in persistence rates occurred among other minority students and students from the New Haven and San Lorenzo high school districts.

- Decreases (>5 percentage points) in persistence rates occurred among African American students, students 20-21 years old and over 30 years old, part-time students, EOPS students, DSPS students, athletes, and students from other California high school districts.

Persistence Rates
Summary (continued)

B. Persistence rates of new Basic Skills students: Autumn 1993-Spring 1995
In this part of the chapter, page 20 provides the English and Math completion rates for Basic Skills students who were new students in Autumn 1993, and their persistence rates to the next higher-level courses in these areas within two years (by Spring 1995). Pages 21 through 26 provide these persistence rates by gender, race-ethnicity, disability, and age for each Basic Skills level in English and Math.

New Basic Skills students: Autumn 1993 to Spring 1995 (page 20)

Of new students who enrolled in the following Basic Skills courses in Autumn 1993, the following percentages completed the courses with an A, B, C, D, or CR:

Completion rates:

- English 100 courses: 55%
- Math 76: Basic Math: 62%
- Math 66: Elementary Algebra: 63%

Of those students who completed these courses, the following percentages persisted to and completed the next higher-level course within two years (by Spring 1995):

Persistence rates:

- English Basic Skills into English 1A: 41%
- Basic Math into Elementary Algebra: 41%
- Elementary Algebra into Intermediate Alg: 45%

Basic Skills persistence rates by gender, race-ethnicity, disability, and age: Autumn 1993 to Spring 1995 (pages 21-25)

These tables show the following differences in persistence rates among new students:

English Basic Skills to English 1A (average: 41%)

- Men had higher persistence rates than women (48% vs. 37%)
- White and Latino students had higher than average persistence rates (both 47%)
- African American and Asian American students had lower than average rates (33% and 34%)

Basic Math to Elementary Algebra (average: 41%)

- Women had higher persistence rates than men (44% vs. 36%)
- African American and white students had higher than average persistence rates (50% and 55%)
- Filipino and Latino students had lower than average persistence rates (25% and 18%))

Elementary Algebra to Intermediate Algebra (average: 45%)

- Men had higher persistence rates than women (51% vs. 40%)
- Filipino and Latino students had higher than average persistence rates (71% and 53%))
- African American and white students had lower than average persistence rates (35% and 28%)

Chabot College
Persistence Rates of New Students
Before and After the Quarter-Semester Conversion: Autumn 1993 to Spring 1996

Did the persistence rates of new Chabot students differ between the years before and after the quarter-to-semester conversion? The persistence rate is defined as: of new students enrolled in at least one course by Census during their first term, the percentage who were enrolled in at least one course during the next term. The table and graph show that the persistence rate is always lowest between Spring and Fall, but this rate was a little higher after the conversion (44% vs. 41%). The persistence rate between both Fall and Spring semesters (68%) was about as high as the rate between the Autumn and Winter quarters (69%), and was higher than the rate between the Winter and Spring Quarters (62%). Therefore, the persistence rates of new students were maintained and in some cases increased during the quarter-to-semester conversion.

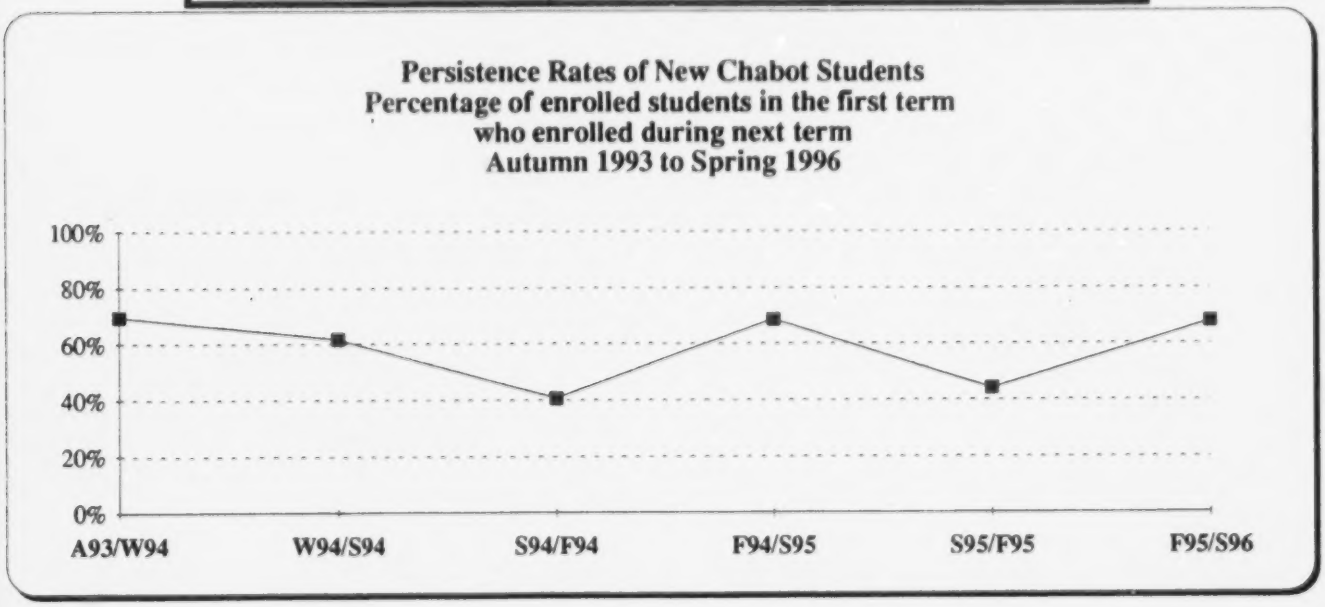
Persistence Rates by quarter/semester

Persistence Rate Definition

Of new students who enroll by Census in any courses during their first term, the percentage who are enrolled in any courses in the following term.

Definition of enrolled: Received any grade: A, B, C, D, F, CR, NC, W, or Inc.

Term 1 to Term 2	Number of new students enrolled in Term 1	Percentage of Term 1 students who enrolled in Term 2
Aut 93 to Win 94	2,762	69%
Win 94 to Spr 94	1,085	62%
Spr 94 to Fall 94	947	41%
Fall 94 to Spr 95	2,282	68%
Spr 95 to Fall 95	817	44%
Fall 95 to Spr 96	2,193	68%



Chabot College
Persistence rates of new students
by gender and race-ethnicity
Autumn 1993-Spring 1996

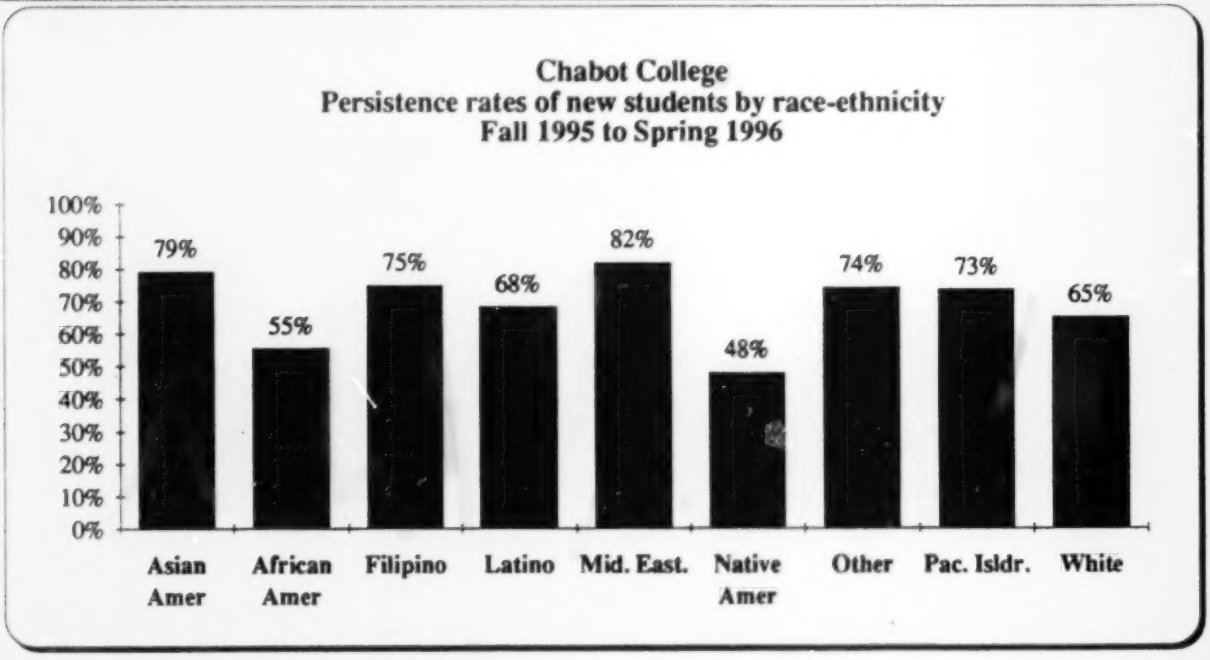
Number of new students enrolled in term 1

	All New Students	Gender		Race-ethnicity								
		Female	Male	Asian Amer.	African Amer.	Fili-pino	Latino	Middle Eastern	Native Amer.	Other	Pacific Islander	White
Fall/Winter term 1 enrollments												
Autumn 93	2,762	1,379	1,383	507	365	266	496	28	33	38	58	945
Winter 94	1,085	543	542	223	160	82	197	16	22	11	27	342
Fall 94	2,282	1,099	1,149	380	308	235	424	15	27	50	33	767
Fall 95	2,193	1,032	1,100	368	309	207	465	22	23	27	49	654
Spring term 1 enrollments												
Spring 94	947	499	448	175	163	62	207	12	12	19	25	262
Spring 95	817	390	418	142	130	52	169	16	—	—	14	258

— Less than 10 students

Persistence rates: percentage of term 1 new students enrolled in term 2

	All New Students	Gender		Race-ethnicity								
		Female	Male	Asian Amer.	African Amer.	Fili-pino	Latino	Middle Eastern	Native Amer.	Other	Pacific Islander	White
Fall to Winter/Spring persistence rates												
Aut93/W94	69%	70%	69%	77%	61%	77%	67%	82%	48%	53%	76%	69%
Win94/S94	62%	62%	61%	77%	58%	55%	53%	63%	64%	73%	56%	60%
Fall94/S95	68%	68%	69%	83%	64%	70%	61%	60%	44%	78%	85%	67%
Fall95/S96	68%	70%	66%	79%	55%	75%	68%	82%	48%	74%	73%	65%
Spring to Fall persistence rates												
Spr94/F94	41%	37%	44%	57%	24%	47%	34%	50%	58%	42%	40%	43%
Spr95/F95	44%	41%	46%	65%	32%	38%	37%	44%	—	—	36%	43%



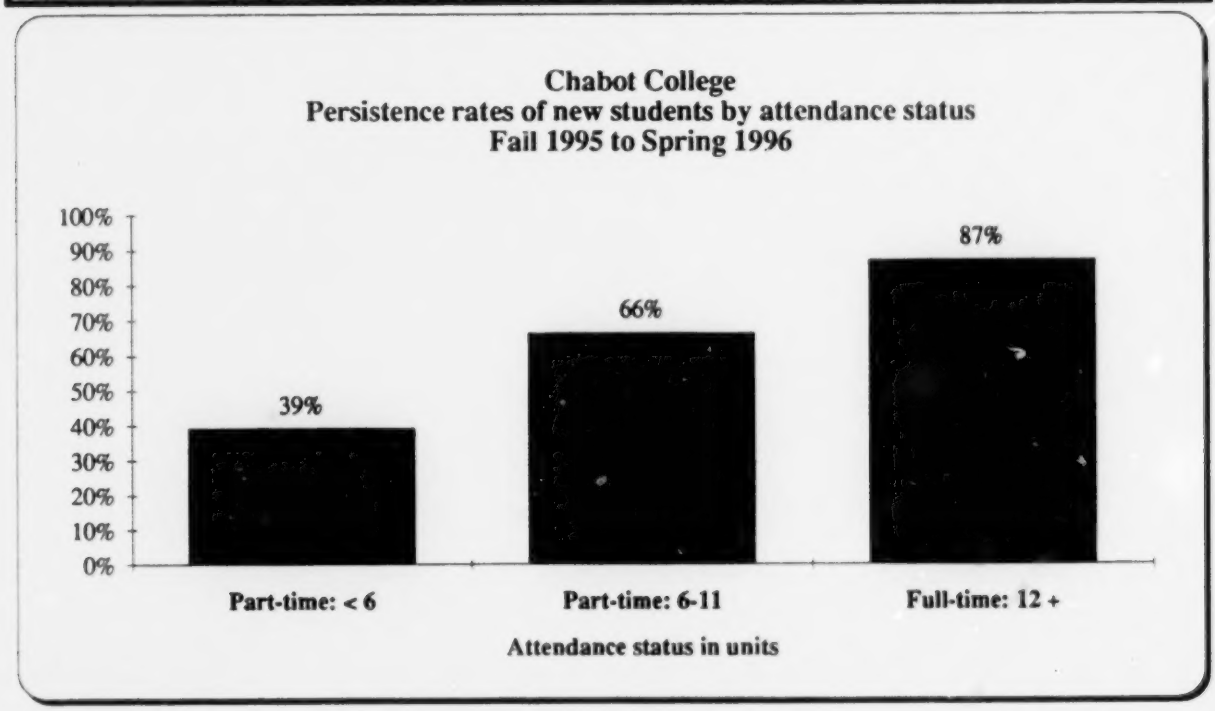
Chabot College
Persistence rates of new students
by primary language, age, and attendance
Autumn 1993-Spring 1996

Number of new students enrolled in term 1

	All New Students	Primary language		Age in years							Attendance in units		
		English	Other	Under 20	20-21	22-24	25-29	30-39	40-49	50 & over	Part-time < 6	Part-time 6-11	Full-time 12 +
Fall/Winter term 1 enrollments													
Autumn 93	2,762	2,276	482	1,597	389	190	223	191	81	91	817	933	480
Winter 94	1,085	850	234	449	179	132	109	117	46	53	341	267	145
Fall 94	2,282	1,497	425	1,478	152	143	162	184	92	71	547	788	947
Fall 95	2,193	1,434	432	1,396	154	117	175	209	69	100	577	727	888
Spring term 1 enrollments													
Spring 94	947	755	188	388	132	120	108	98	55	46	305	160	94
Spring 95	817	567	222	239	104	111	118	139	63	43	385	282	150

Persistence rates: percentage of term 1 new students enrolled in term 2

	All New Students	Primary language		Age in years							Attendance in units		
		English	Other	Under 20	20-21	22-24	25-29	30-39	40-49	50 & over	Part-time < 6	Part-time 6-11	Full-time 12 +
Fall to Winter/Spring persistence rates													
Aut93/W94	69%	68%	76%	75%	69%	58%	53%	60%	54%	68%	61%	85%	92%
Win94/S94	62%	58%	74%	61%	69%	62%	60%	56%	59%	55%	55%	82%	93%
Fall94/S95	68%	65%	68%	76%	64%	54%	54%	54%	46%	56%	39%	67%	86%
Fall95/S96	68%	64%	71%	76%	62%	56%	48%	49%	36%	56%	39%	66%	87%
Spring to Fall persistence rates													
Spr94/F94	41%	36%	59%	38%	49%	51%	43%	36%	35%	20%	46%	68%	72%
Spr95/F95	44%	41%	52%	50%	45%	47%	37%	37%	44%	40%	31%	51%	65%



Chabot College
Persistence rates of new students
by Matriculation and other student services
Autumn 1993-Spring 1996

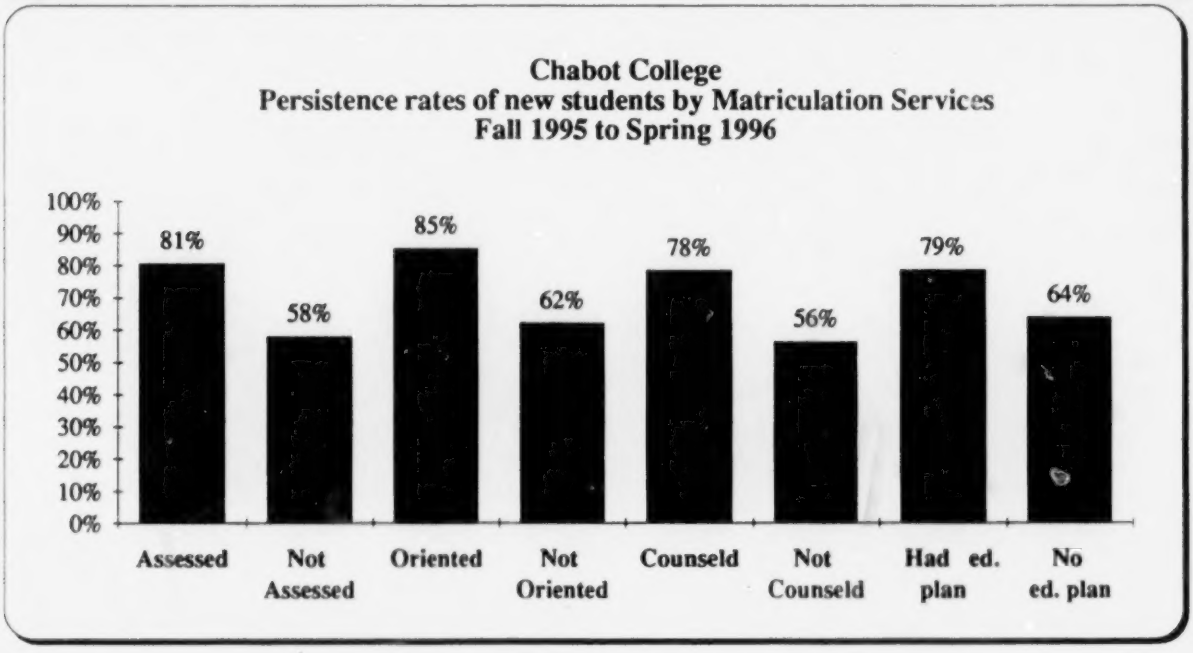
Number of new students enrolled in term 1

	All New Students	Matriculation services								Financial Aid		EOPS	
		Assessment		Orientation		Counseling		Ed. plan					
		Yes	No	Yes	No	Yes	No	Yes	No	Yes	No	Yes	No
Fall/Winter term 1 enrollments													
Autumn 93	2,762	1,462	1,300	1,421	1,341	1,788	974	805	1,957	671	2,091	83	2,679
Winter 94	1,085	395	690	438	647	674	411	285	800	289	796	28	1,057
Fall 94	2,282	1,593	689	996	1,286	1,534	748	380	1,902	n/a	n/a	34	2,248
Fall 95	2,193	950	1,243	537	1,656	1,134	1,059	578	1,615	n/a	n/a	n/a	n/a
Spring term 1 enrollments													
Spring 94	947	221	726	266	681	467	480	152	795	172	775	23	924
Spring 95	817	363	454	221	596	358	459	101	716	10	807	n/a	n/a

n/a: Not available

Persistence rates: percentage of term 1 new students enrolled in term 2

	All New Students	Matriculation services								Financial Aid		EOPS	
		Assessment		Orientation		Counseling		Ed. plan					
		Yes	No	Yes	No	Yes	No	Yes	No	Yes	No	Yes	No
Fall to Winter/Spring persistence rates													
Aut93/W94	69%	79%	59%	80%	59%	77%	55%	80%	65%	82%	66%	90%	69%
Win94/S94	62%	68%	58%	71%	55%	71%	46%	78%	56%	74%	57%	82%	61%
Fall94/S95	68%	77%	48%	83%	57%	79%	46%	94%	63%	n/a	n/a	82%	68%
Fall95/S96	68%	81%	58%	85%	62%	78%	56%	79%	64%	n/a	n/a	n/a	n/a
Spring to Fall persistence rates													
Spr94/F94	41%	60%	35%	64%	31%	55%	26%	64%	36%	63%	35%	57%	40%
Spr95/F95	44%	57%	34%	64%	36%	59%	32%	82%	39%	100%	43%	n/a	n/a



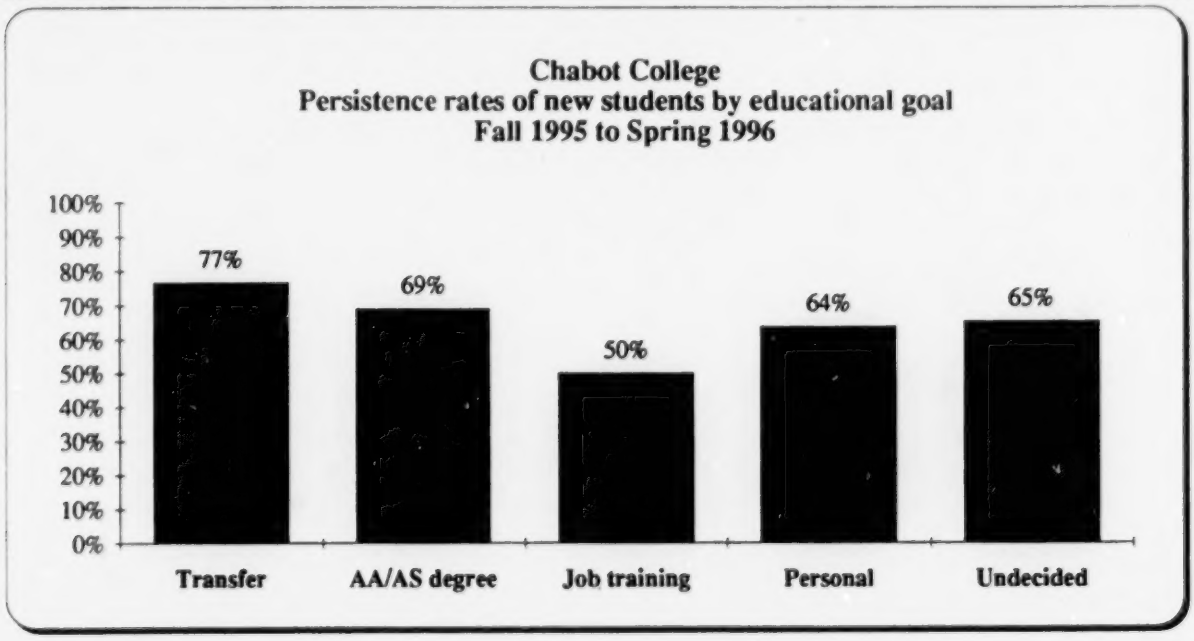
Chabot College
Persistence rates of new students
by educational goal and use of transfer, career, and student computer centers
Autumn 1993-Spring 1996

Number of new students enrolled in term 1

	All New Students	Educational Goal					Transfer Center		Career Center		Student Services Computer Center	
		Trans-fer	AA/AS degree	Job skills	Per-sonal	Un-decided	Yes	No	Yes	No	Yes	No
Fall/Winter term 1 enrollments												
Autumn 93	2,762	1,039	182	430	155	907	238	2,524	231	2,531	356	2,406
Winter 94	1,085	364	69	193	90	338	84	1,001	86	999	90	995
Fall 94	2,282	980	274	312	126	590	407	1,875	422	1,860	517	1,765
Fall 95	2,193	893	265	368	105	559	40	2,153	35	2,158	121	2,072
Spring term 1 enrollments												
Spring 94	947	261	52	195	118	298	76	871	85	862	73	874
Spring 95	817	211	105	193	76	232	55	762	67	750	51	766

Persistence rates: percentage of term 1 new students enrolled in term 2

	All New Students	Educational Goal					Transfer Center		Career Center		Student Services Computer Center	
		Trans-fer	AA/AS degree	Job skills	Per-sonal	Un-decided	Yes	No	Yes	No	Yes	No
Fall to Winter/Spring persistence rates												
Aut93/W94	69%	79%	72%	54%	60%	67%	90%	68%	87%	68%	84%	67%
Win94/S94	62%	73%	59%	49%	52%	60%	85%	60%	80%	60%	68%	61%
Fall94/S95	68%	77%	65%	53%	57%	66%	94%	63%	91%	63%	85%	64%
Fall95/S96	68%	77%	69%	50%	64%	65%	90%	67%	77%	68%	85%	67%
Spring to Fall persistence rates												
Spr94/F94	41%	58%	44%	33%	25%	38%	68%	38%	62%	38%	67%	38%
Spr95/F95	44%	53%	55%	32%	25%	47%	78%	41%	70%	42%	84%	41%



Chabot College
Persistence rates of new students
by disabled student services, tutoring, athletes, and early decision
Fall 1994-Spring 1996

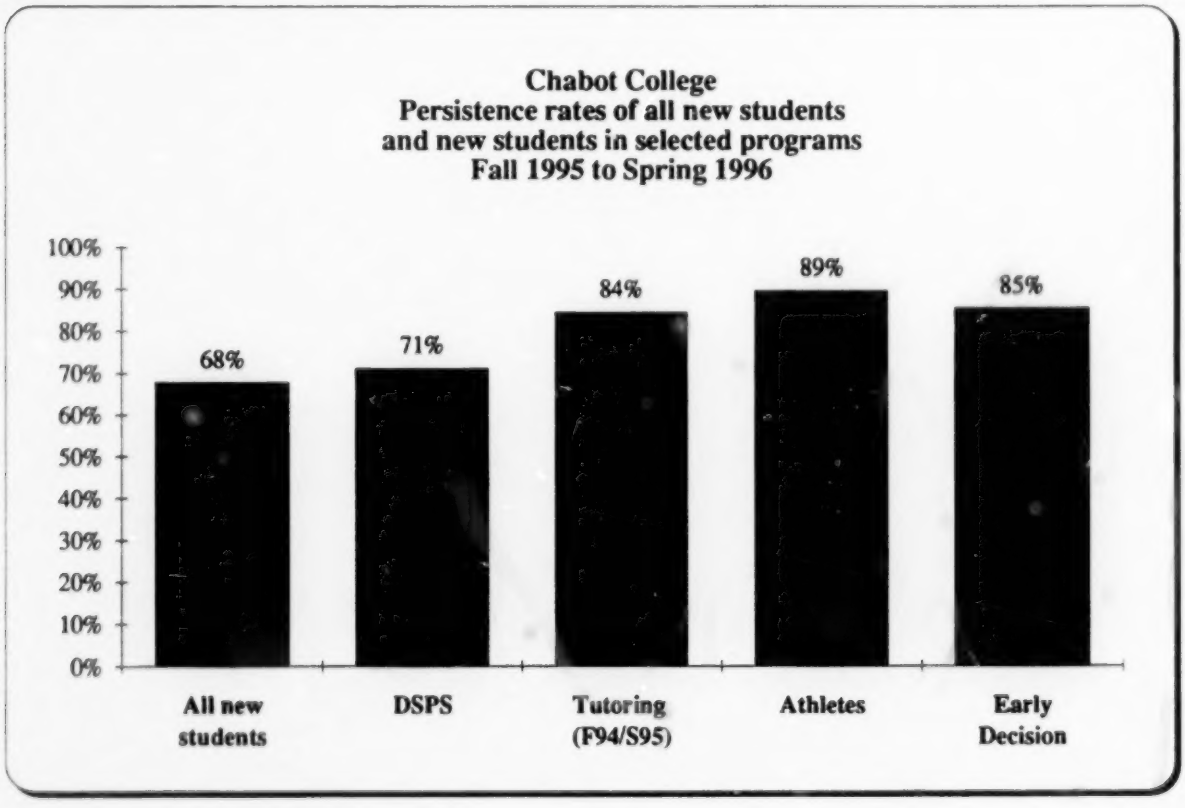
Number of new students enrolled in term 1

	All New Students	Disabled Student Program Services		Tutoring		Athletes		Early Decision	
		Yes	No	Yes	No	Yes	No	Yes	No
Fall term 1 enrollments									
Fall 94	2,282	78	2,204	81	2,201	91	2,191	508	1,774
Fall 95	2,193	45	2,148	n/a	n/a	57	2,136	557	1,636

n/a: Not available

Persistence rates: percentage of term 1 new students enrolled in term 2

	All New Students	Disabled Student Program Services		Tutoring		Athletes		Early Decision	
		Yes	No	Yes	No	Yes	No	Yes	No
Fall to Spring persistence rates									
Fall94/S95	68%	78%	68%	85%	68%	98%	67%	84%	64%
Fall95/S96	68%	71%	68%	n/a	n/a	89%	67%	85%	62%



Chabot College
Persistence rates of new students
by high school district
Autumn 1993-Spring 1996

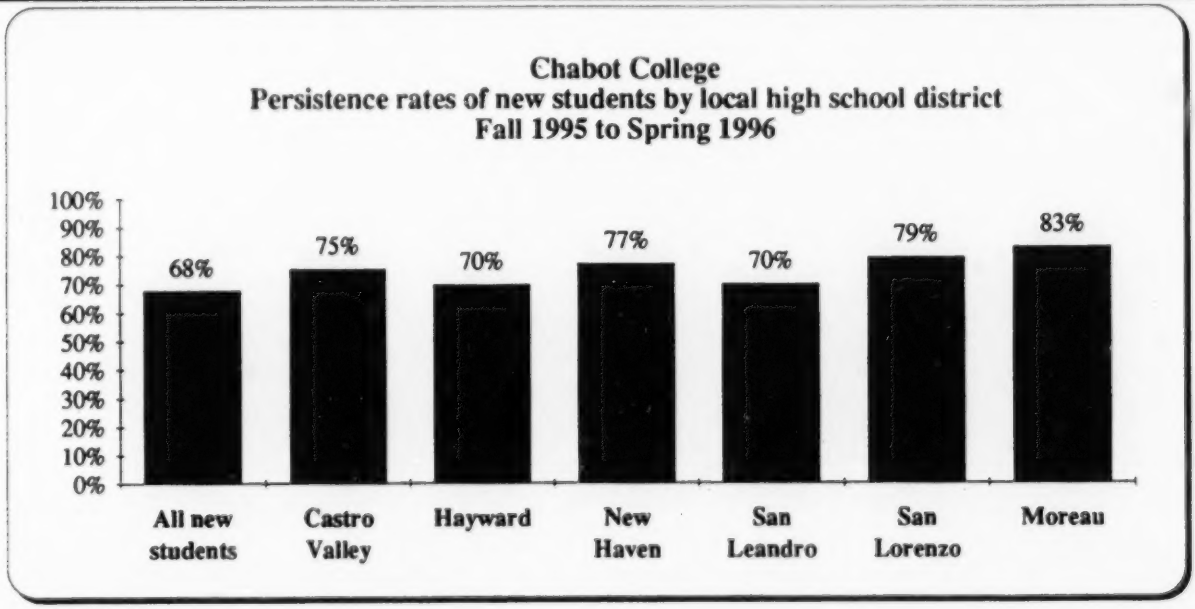
Number of new students enrolled in term 1

	All New Students	High school district									Other Calif.	Other States	Other Countries
		Castro Valley	Hay-ward	New Haven	San Leandro	San Lorenzo	Moreau		Dublin, Livermore, and Pleasanton				
Fall/Winter term 1 enrollments													
Autumn 93	2,762	121	387	303	178	197	65		71		1,281	159	n/a
Winter 94	1,085	42	151	74	45	72	14		14		582	88	n/a
Fall 94	2,282	114	364	230	144	185	39		54		801	130	221
Fall 95	2,193	85	324	285	100	189	41		33		776	115	245
Spring term 1 enrollments													
Spring 94	947	36	127	74	30	55	19		19		502	85	n/a
Spring 95	817	22	92	45	17	44	—		—		333	76	176

— Less than 10 students

Persistence rates: percentage of term 1 new students enrolled in term 2

	All New Students	High school district									Other Calif.	Other States	Other Countries
		Castro Valley	Hay-ward	New Haven	San Leandro	San Lorenzo	Moreau		Dublin, Livermore, and Pleasanton				
Fall to Winter/Spring persistence rates													
Aut93/W94	69%	78%	75%	71%	68%	73%	80%		75%		68%	55%	n/a
Win94/S94	62%	57%	60%	46%	62%	61%	64%		64%		65%	57%	n/a
Fall94/S95	68%	75%	73%	78%	76%	70%	79%		65%		65%	55%	61%
Fall95/S96	68%	75%	70%	77%	70%	79%	83%		70%		61%	57%	64%
Spring to Fall persistence rates													
Spr94/F94	41%	33%	34%	39%	47%	45%	21%		32%		44%	35%	n/a
Spr95/F95	44%	36%	43%	53%	35%	43%	—		—		42%	39%	49%



Chabot College
Basic Skills Persistence Study
New Students who completed Basic Skills in Autumn 1993
Persistence in English and Math within two years

Definitions

Enrolled:	Enrolled in a basic skills course by Census
Completed:	Completed a basic skills course with an A, B, C, D, or CR
Persisted:	Completed a higher or college-level course with A, B, C, D, or CR

New students completing Basic Skills courses in Autumn 1993

English (100 courses)

Number of new students enrolled:	364	
Number who completed:	193	
Percentage who completed:		55%

Math 76: Basic Math

Number of new students enrolled:	223	
Number who completed:	138	
Percentage who completed:		62%

Math 66: Elementary Algebra

Number of new students enrolled:	233	
Number who completed:	146	
Percentage who completed:		63%

Persistence to higher-level courses within two years (by Spring 1995)

English Basic Skills -> English 1A

Number who completed Eng Basic Skills in Autumn 93:	193	
Percentage persisting through Eng 1A by Spr 95:		41%

Math 76: Basic Math -> Elementary Algebra or Intermediate Algebra

Number who completed Math 76 in Autumn 93:	138	
Percentage persisting through Math 66/65 (Elem Alg) by Spr 95:		41%
Percentage persisting through Math 56/55 (Inter Alg) by Spr 95:		17%

Math 66: Elem Algebra -> Intermediate Algebra or College Algebra

Number who completed Math 66 in Autumn 93:	146	
Percentage persisting through Math 56/55 (Inter Alg) by Spr 95:		45%
Percentage persisting through Math 46/45(Coll Alg)/42A by Spr 95:		10%

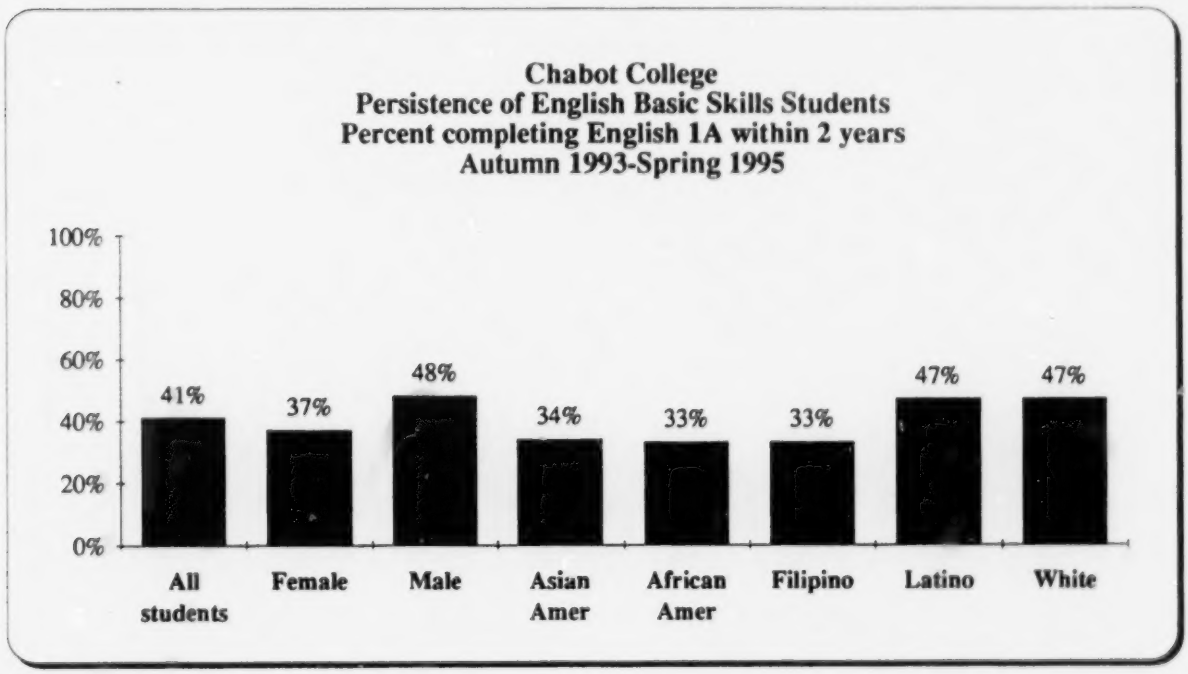
Chabot College
Basic Skills Persistence Study
New Students who completed Basic Skills in Autumn 1993
Persistence in English and Math within two years
by Gender, Race-ethnicity, Age, and Disability

English
New students completing English Basic Skills Courses in Autumn 1993 persisting through English 1A within 2 years (by Spring 1995)

	Total Students	Gender		Race-ethnicity					
		Female	Male	Asian-Am	Afr-Amer	Filipino	Latino	White	Othr
Number of Autumn 93 Basic Skills Completers	193	114	79	35	27	21	45	57	6
Percent persisting through Eng 1A by Spr 95	41%	37%	48%	34%	33%	33%	47%	47%	—

	Total Students	Disability type		Age				
		Physical	Learning	<20	20-24	25-29	30-39	40 plus
Number of Autumn 93 Basic Skills Completers	193	1	0	153	27	7	6	0
Percent persisting through Eng 1A by Spr 95	41%	—	—	46%	19%	—	—	—

NOTE: — Percent not calculated for fewer than 10 students
SOURCE: Institutional Research Dataset: bseng1.out; bseng5.out



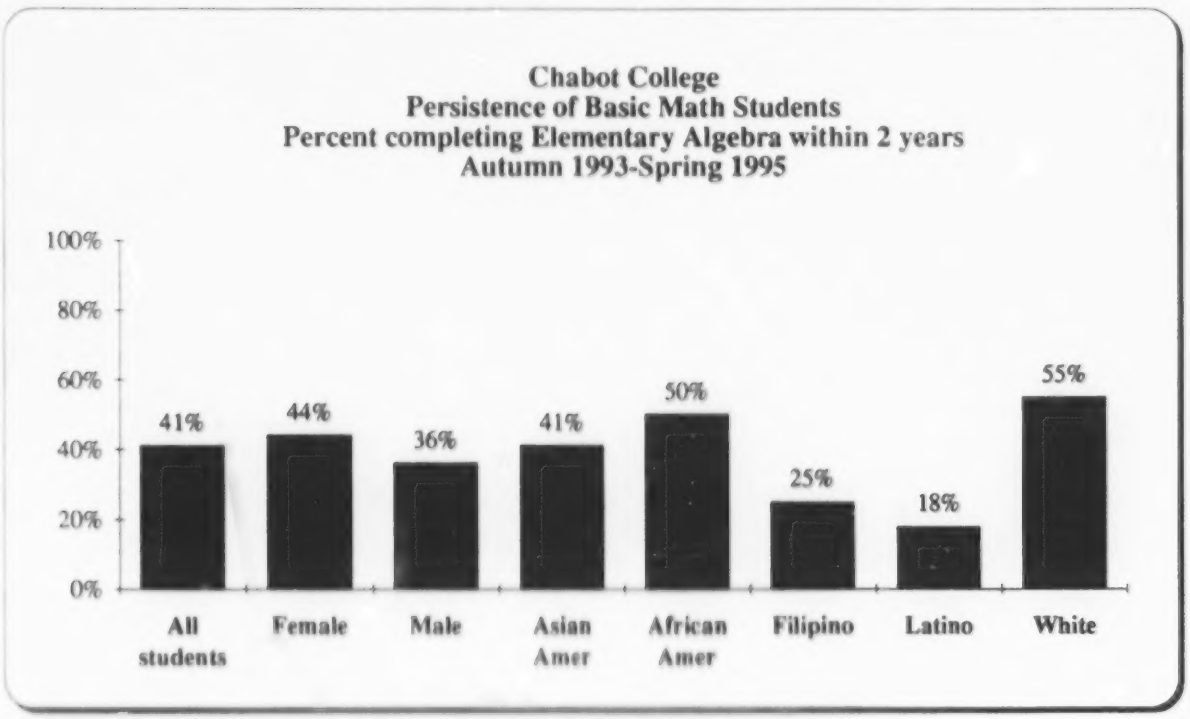
Chabot College
Basic Skills Persistence Study
New Students who completed Basic Skills in Autumn 1993
Persistence in English and Math within two years
by Gender, Race-ethnicity, Age, and Disability

Math 76 (Basic Math) into Math 65/66 (Elementary Algebra)
New students completing Math 76 in Autumn 1993
persisting through Math 65/66 within 2 years (by Spring 1995)

	Total Students	Gender		Race-ethnicity					
		Female	Male	Asian-Am	Afr-Amer	Filipino	Latino	White	Othr
Number of Autumn 93 Math 76 Completers	138	91	47	17	18	16	22	55	8
Percent persisting through Math 65/66 by Spr 95	41%	44%	36%	41%	50%	25%	18%	55%	—

	Total Students	Disability type		Age				
		Physical	Learning	<20	20-24	25-29	30-39	40 plus
Number of Autumn 93 Math 76 Completers	138	3	2	80	30	15	9	4
Percent persisting through Math 65/66 by Spr 95	41%	—	—	43%	43%	27%	—	—

NOTE: — Percent not calculated for fewer than 10 students
SOURCE: Institutional Research Dataset: bsmth1.out; bsmth5.out



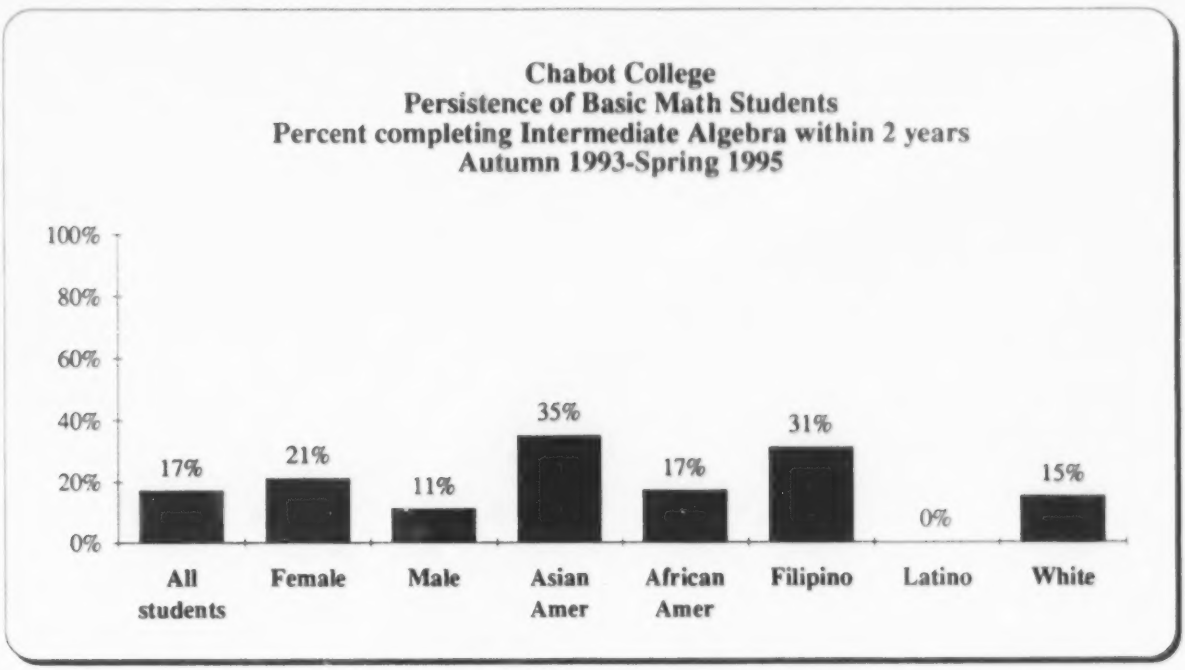
Chabot College
Basic Skills Persistence Study
New Students who completed Basic Skills in Autumn 1993
Persistence in English and Math within two years
by Gender, Race-ethnicity, Age, and Disability

Math 76 (Basic Math) into Math 55/56 (Intermediate Algebra)
New students completing Math 76 in Autumn 1993
persisting through Math 55/56 within 2 years (by Spring 1995)

	Total Students	Gender		Race-ethnicity					
		Female	Male	Asian-Am	Afr-Amer	Filipino	Latino	White	Othr
Number of Autumn 93 Math 76 Completers	138	91	47	17	18	16	22	55	8
Percent persisting through Math 55/56 by Spr 95	17%	21%	11%	35%	17%	31%	0%	15%	—

	Total Students	Disability type		Age				
		Physical	Learning	<20	20-24	25-29	30-39	40 plus
Number of Autumn 93 Math 76 Completers	138	3	2	80	30	15	9	4
Percent persisting through Math 55/56 by Spr 95	17%	—	—	19%	13%	20%	—	—

NOTE: — Percent not calculated for fewer than 10 students
SOURCE: Institutional Research Dataset: bsmth1.out; bsmth5.out



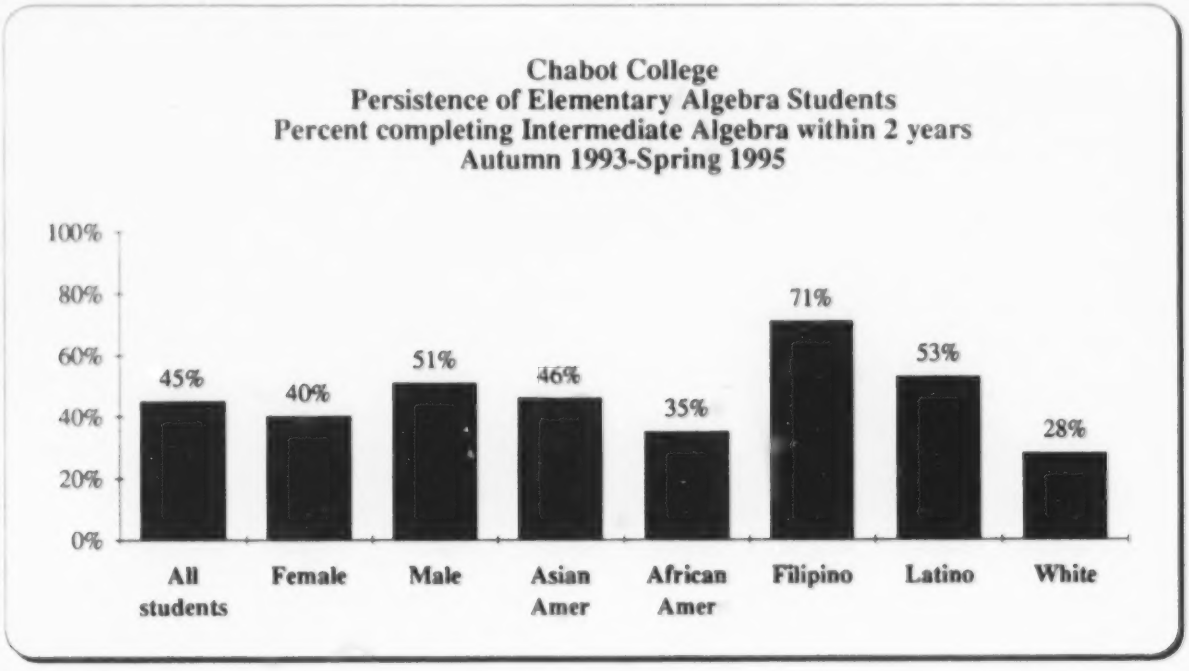
Chabot College
Basic Skills Persistence Study
New Students who completed Basic Skills in Autumn 1993
Persistence in English and Math within two years
by Gender, Race-ethnicity, Age, and Disability

Math 66 (Elementary Algebra) into Math 55/56 (Intermediate Algebra)
New students completing Math 66 in Autumn 1993
persisting through Math 55/56 within 2 years (by Spring 1995)

	Total Students	Gender		Race-ethnicity					
		Female	Male	Asian-Am	Afr-Amer	Filipino	Latino	White	Othr
Number of Autumn 93 Math 66 Completers	146	85	61	24	17	17	34	46	8
Percent persisting through Math 55/56 by Spr 95	45%	40%	51%	46%	35%	71%	53%	28%	—

	Total Students	Disability type		Age				
		Physical	Learning	<20	20-24	25-29	30-39	40 plus
Number of Autumn 93 Math 66 Completers	146	1	0	118	21	4	3	0
Percent persisting through Math 55/56 by Spr 95	45%	—	—	47%	38%	—	—	—

NOTE: — Percent not calculated for fewer than 10 students
SOURCE: Institutional Research Dataset: bsmth1.out; bsmth5.out



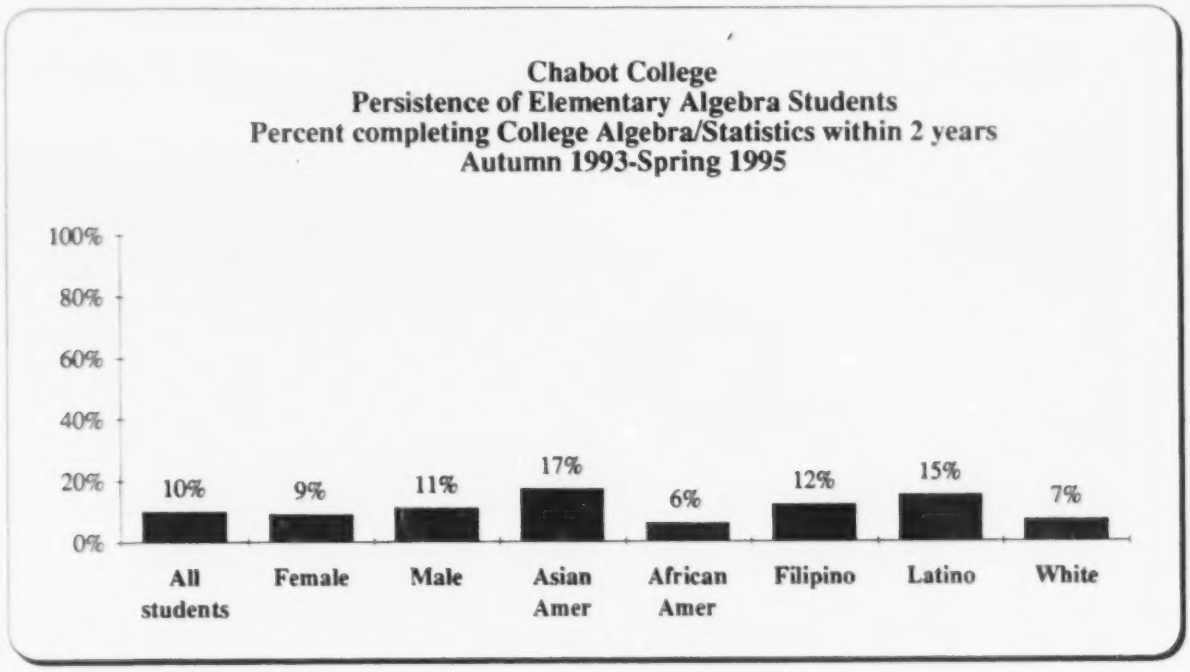
Chabot College
Basic Skills Persistence Study
New Students who completed Basic Skills in Autumn 1993
Persistence in English and Math within two years
by Gender, Race-ethnicity, Age, and Disability

Math 66 (Elem. Algebra) into a Math 40s (College Level Algebra/Statistics) course
New students completing Math 66 in Autumn 1993 persisting through Math 46/45 (Coll Alg) or Math 42A (Statistics) within 2 yrs. (by Spr 95)

	Total Students	Gender		Race-ethnicity					
		Female	Male	Asian-Am	Afr-Amer	Filipino	Latino	White	Othr
Number of Autumn 93 Math 66 Completers	146	85	61	24	17	17	34	46	8
Percent persisting through Math 46/45/42A by Spr 95:	10%	9%	11%	17%	6%	12%	15%	7%	—

	Total Students	Disability type		Age				
		Physical	Learning	<20	20-24	25-29	30-39	40 plus
Number of Autumn 93 Math 66 Completers	146	1	0	118	21	4	3	0
Percent persisting through Math 46/45/42A by Spr 95:	10%	—	—	8%	24%	—	—	—

NOTE: — Percent not calculated for fewer than 10 students
SOURCE: Institutional Research Dataset: bsmth1.out; bsmth5.out



IV. Degrees and certificates of graduates
Summary

A. Degrees and certificates
In this chapter, page 28 provides the number of Chabot College degree and occupational certificate graduates for each year between 1990-91 and 1995-96, by year and by gender. The next page (page 29) provides the percentage of graduates by race-ethnicity from 1992-93 to 1994-95. The final page in the chapter (page 30) lists the majors of the 1995-96 graduates.

Degrees and certificates by year and gender: 1990-96 (page 28)
This page shows the following patterns in the number and gender of students earning degrees and certificates between 1990-91 and 1995-96:

- There has been a decline in the number of AA/AS graduates since 1990-91.
- The number of occupational certificates has remained somewhat stable since 1990-91.
- A surge in AA/AS degree and certificate graduates in 1993-94 may have been caused by students graduating before the quarter-to-semester conversion in Fall 1994.
- Women have consistently earned about two thirds of degrees and over half of certificates.

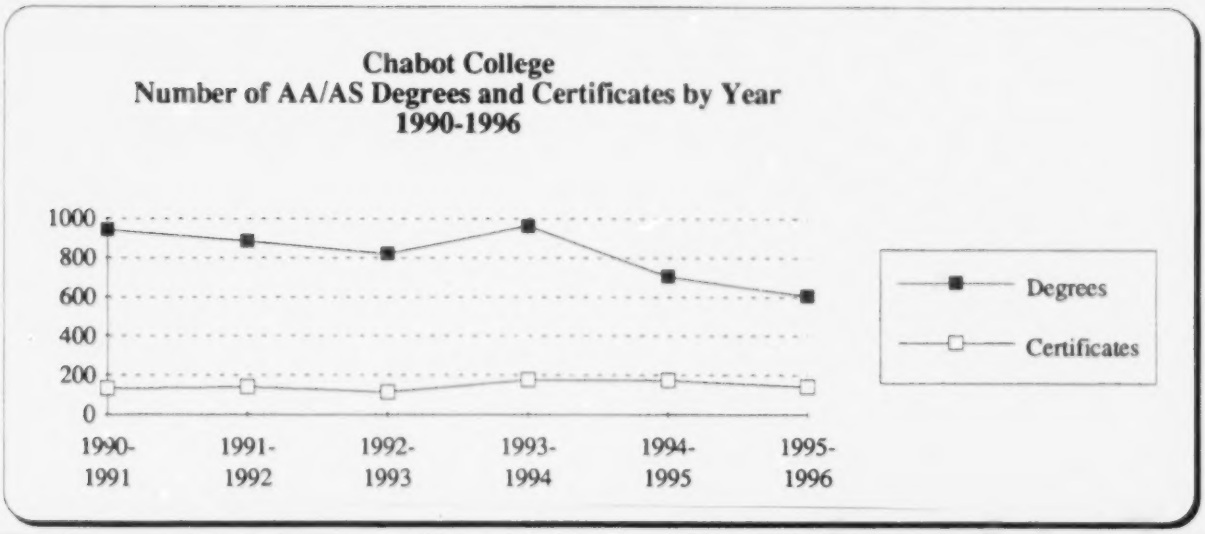
Degrees and certificates by race-ethnicity: 1992-95 (page 29)
This page shows the following patterns in the proportion of students in each race-ethnicity group earning degrees or certificates between 1992-93 and 1994-95:

- Asian American and Filipino students have increased their proportion of students earning degrees or certificates since 1992-93.
- African American, Native American, Latino, and Pacific Islander students have maintained their proportion of those earning degrees or certificates.
- White students have decreased their proportion of those earning degrees or certificates.

Degrees and certificates by major: 1995-96 (page 30)
This page shows the following distributions of degree and certificate majors in 1995-96:

- Over half of the AA/AS degree graduates have a General Education major, which is most often used to fulfill transfer requirements.
- The highest percentage of AA/AS majors are in Administration of Justice, Business Administration, Dental Hygiene, Fire Service Technology, Interdisciplinary Studies, and Nursing.
- The highest percentage of occupational majors are in Automotive Mechanics/Service, Dental Assisting, Early Childhood Development, Fire Service Technology, and Medical Assisting.

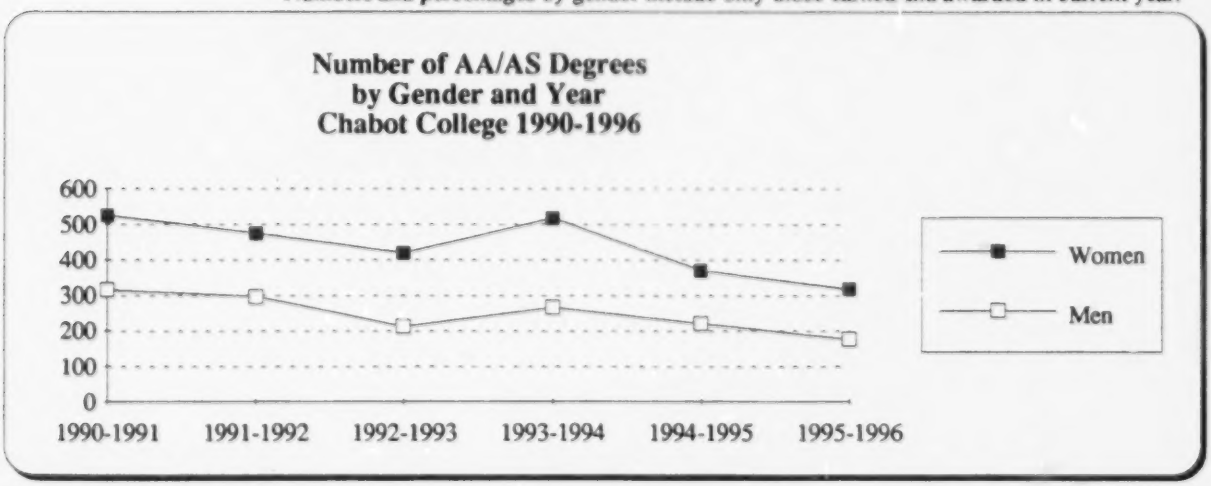
Chabot College
AA/AS Degrees and Occupational Certificates
By year and gender
1990-1996



AA/AS Degrees and Certificates by Gender 1990-1996		1990-91	1991-92	1992-93	1993-94	1994-95	1995-96
	Degrees	941	881	816	961	701	601
	Women	63%	62%	67%	66%	63%	64%
	Men	37%	38%	33%	34%	37%	36%
	Certificates	128	139	113	174	171	137
	Women	63%	55%	49%	58%	53%	62%
	Men	37%	45%	51%	42%	47%	38%

SOURCES: 1990-1994: CLPCCD MIS Reports SS211.AA, SS211.CE, SS211.SUM
1994-95 on: CLPCCD MIS Reports SWOWRDS.AA/AS, SWOWRDS.CE, SWOWRDS.SUM

NOTES: Las Positas graduates are included in the number of Chabot graduates through 1991-92.
Degrees and certificates include those earned in previous years and awarded in current year.
Numbers and percentages by gender include only those earned and awarded in current year.

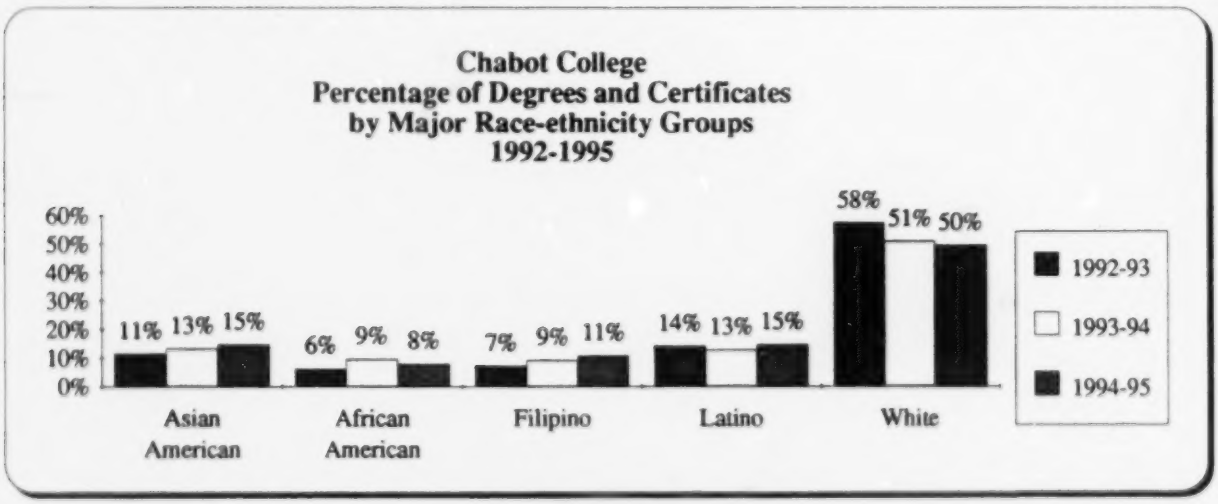


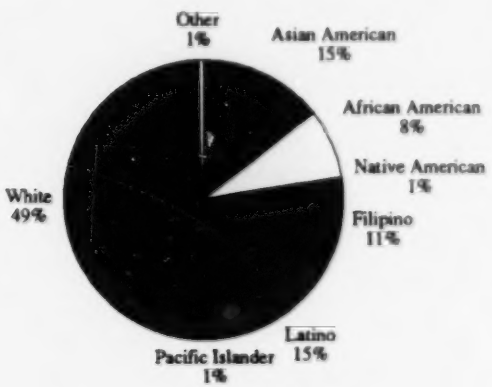
Chabot College
AA/AS Degrees and Occupational Certificates
By year and race-ethnicity
1992-1995

Percentage of Degrees and Certificates by Race-ethnicity, 1992-1995

	1992-93	1993-94	1994-95
Total Degrees and Certificates	100%	100%	100%
Native American	1%	1%	1%
Asian American	11%	13%	15%
African American	6%	9%	8%
Filipino	7%	9%	11%
Latino	14%	13%	15%
Pacific Islander	1%	1%	1%
White	58%	51%	50%
Other	1%	1%	1%
Unknown	1%	1%	1%

SOURCE: California Community Colleges Chancellor's Office Report on Degrees and Certificates: 1992-93; 1993-94; 1994-95





Chabot College

AA/AS Degrees and Occupational Certificates, by major

1995-96

AA/AS Degrees	Men	Women	Total	Pct.
General Education	92	174	266	54%
Accounting Technician	1	11	12	2%
Administration of Justice	13	7	20	4%
Administrative Assistant	0	3	3	1%
Architectural Technology	2	0	2	0%
Automotive Technology	4	0	4	1%
Business Administration	8	19	27	5%
CAS	1	3	4	1%
Commercial Art	2	1	3	1%
Computer Information Systems	1	1	2	0%
Computer Science	7	1	8	2%
Dental Assisting	0	1	1	0%
Dental Hygiene	2	13	15	3%
Drafting Technology/Electro-Me	5	0	5	1%
Early Childhood Development	0	4	4	1%
Electronics and Compu Tech	4	0	4	1%
Fire Service Technology	12	1	13	3%
Graphic Communications	1	0	1	0%
Health Information Technology	0	8	8	2%
Interdisciplinary Studies	1	12	13	3%
Machine Tool Technology	1	0	1	0%
Medical Assisting	0	5	5	1%
Music	1	1	2	0%
Numerical Control	1	0	1	0%
Nursing	2	31	33	7%
Paramedic-EMT	2	0	2	0%
Radio and Television Broadcast	2	2	4	1%
Real Estate	6	4	10	2%
Recreation and Rehaabiliti	0	1	1	0%
Special Ed/Dev Disabilities	0	3	3	1%
Supervision	1	2	3	1%
Technical Illustration	1	0	1	0%
Travel and Tourism	2	7	9	2%
Other/Not Listed	0	1	1	0%
Total AA/AS Degree Majors:	**175**	**316**	**491**	**100%**

Occupational Certificates	Men	Women	Total	Pct.
Administrative Assistant	1	1	2	2%
Automotive Mechanics/Service	12	0	12	12%
CAS-Comp Appl Software	1	0	1	1%
Clerical	0	1	1	1%
Correctional Science	0	1	1	1%
Dental Assisting	0	9	9	9%
Drafting Technology/Electro-Me	1	1	2	2%
Early Childhood Development	0	8	8	8%
Electronics Assembly	1	0	1	1%
Electronics and Comp Tech	1	1	2	2%
Electronics/Audio Video	0	1	1	1%
Fire Service Technology	4	1	5	5%
Inspection	2	0	2	2%
Machinist	3	0	3	3%
Marketing	2	0	2	2%
Medical Assisting	1	27	28	29%
Numerical Control Programmer	2	0	2	2%
Office Assistant	0	1	1	1%
Photography	2	2	4	4%
Recreation and Rehab	0	2	2	2%
Secretarial	0	1	1	1%
Special Ed/Dev Disabilities	0	3	3	3%
Tool Maker	3	0	3	3%
Welding	1	0	1	1%
Word Processing	0	1	1	1%
Total Certificate Majors:	**37**	**61**	**98**	**100%**

SOURCE: CLPCCD MIS Reports SWOWRDS.AA/AS; SWOWRDS.CE

NOTE: These lists of majors do not include degrees and certificates earned in previous years but awarded in 1995-96.

IV. Transfer Rates and Transfer Readiness Rates Summary

Transfer Rates to CSU/UC vs. Transfer *Readiness* Rates

Transfer rates express the percentage of community college students who actually transfer to four-year colleges. However, while our students transfer to many 4-year colleges, only UC and CSU report our transfers to us. Therefore, the transfer rate does not include our students at other four-year colleges. In addition, the transfer rate depends upon how the group of potential transfer students is defined—should all students at the community college be considered potential transfer students, even if they do not intend to transfer, or should we consider only those who act like they intend to transfer, such as those who take more than one course? If we define potential transfer students as the ***total*** number of Chabot students each Spring, then only 7 to 10 percent of these students transfer to UC/CSU. However, if we follow first-time students who entered one year and ***earned 12 or more credits***, and calculate the percentage of this group who transferred to UC or CSU within ***four*** years, then the current transfer rate is about 23 percent.

Transfer *readiness* rates are seen as more appropriate measures of whether a community college is doing its job of *preparing* students to transfer, regardless of whether or where the students transfer. Transfer readiness rates are based on how many new community college students show an intention to transfer (are transfer-directed) and how many become *prepared* to transfer (transfer-ready) within four years. The transfer readiness rate is calculated as the percentage of students who become transfer ready within four years out of those who are transfer directed. The latest Chabot College transfer readiness rate is 40 percent.

Transfer Rate I. Of all students enrolled in Chabot College each Spring quarter/semester, the percentage who enrolled at CSU/UC during the following year.

	Transfer Rate I
Spring 1988/Enroll at CSU/UC during 88/89	7.3%
Spring 1989/Enroll at CSU/UC during 89/90	7.6%
Spring 1990/Enroll at CSU/UC during 90/91	8.1%
Spring 1991/Enroll at CSU/UC during 91/92	7.5%
Spring 1992/Enroll at CSU/UC during 92/93	6.6%
Spring 1993/Enroll at CSU/UC during 93/94	8.5%
Spring 1994/Enroll at CSU/UC during 94/95	9.8%

SOURCE: C-LPCCD MIS Census data; CPEC Community College Transfer Student Statistics 1988-1995

Transfer Rate II. Of first-time college students who entered Chabot College and all California Community Colleges (CCCs) in a given year and earned 12 or more college credits, the percentage who enrolled at CSU or UC within 4 years.

	Transfer Rate II	
	Chabot	All CCCs
Enter comm coll 1986/Enroll at CSU/UC by 1990	21.9%	22.0%
Enter comm coll 1987/Enroll at CSU/UC by 1991	21.1%	20.8%
Enter comm coll 1988/Enroll at CSU/UC by 1992	18.5%	19.0%
Enter comm coll 1990/Enroll at CSU/UC by 1994	22.6%	20.6%

NOTE: Las Positas students were combined with Chabot students in the 1986 and 1987 entering classes.
SOURCE: Center for the Study of Community Colleges, Transfer Assembly 1992, 1993, 1994, 1996

Transfer Readiness Rate. Of new students who enrolled in Fall 1990 or 1991 and became transfer directed, the percentage who became transfer ready within four years. Being transfer directed is defined as enrolling in English 1A and College Algebra. Becoming transfer ready is defined as successfully completing English 1A and College Algebra and earning 60+ units with a GPA of 2.0.

	Number of new students	Number within four years		Chabot College
		Transfer directed	Transfer ready	Transfer readiness rate
Fall 1990	2,848	513	195	**39%**
Fall 1991	2,558	488	194	**40%**

CHABOT and LAS POSITAS COLLEGES
Transfers to CSU and UC: District Totals

How many Chabot-LPC students transfer to four-year institutions, and how does this compare to students from other California community colleges? While C-LPCCD students transfer to many public and private colleges throughout California and the U.S., the only colleges that consistently report back to us the number of C-LPCCD students enrolled at their campuses are the California State University (CSU) and University of California (UC) systems. Therefore, only transfers to CSU and UC are presented here.

The transfer trends in the district reflect the same fluctuations in CSU transfers that have occurred among all California community colleges. C-LPCCD transfers to CSU rose temporarily in 1994-95, as many students transferred before the Fall 94 semester conversion.

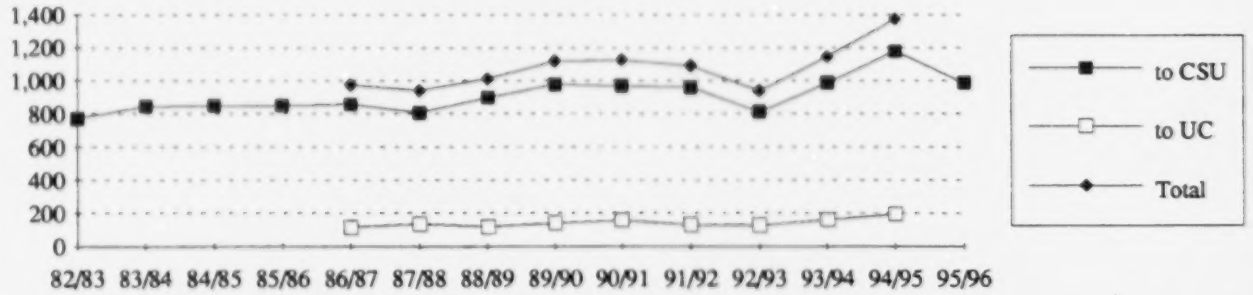
Number of Transfers to CSU and UC from Chabot-Las Positas and from all California Community Colleges (CCCs) during full academic years: 1982-96

Academic	Transfers from C-LPCCD			Transfers from all CCCs		
Year	to CSU	to UC	Total	to CSU	to UC	Total
1982-83	772	—	—	45,400	—	—
1983-84	844	—	—	45,726	—	—
1984-85	845	—	—	45,476	—	—
1985-86	848	—	—	45,469	—	—
1986-87	858	116	974	43,666	6,754	50,420
1987-88	805	135	940	44,701	7,713	52,414
1988-89	893	118	1,011	45,402	8,145	53,547
1989-90	976	140	1,116	45,724	8,164	53,888
1990-91	966	159	1,125	46,678	10,032	56,710
1991-92	958	131	1,089	44,900	9,972	54,872
1992-93	809	126	935	40,980	9,993	50,973
1993-94	983	161	1,144	44,420	10,940	55,360
1994-95	1,179	194	1,373	46,912	10,929	57,841
1995-96	985	—	—	48,688	—	—

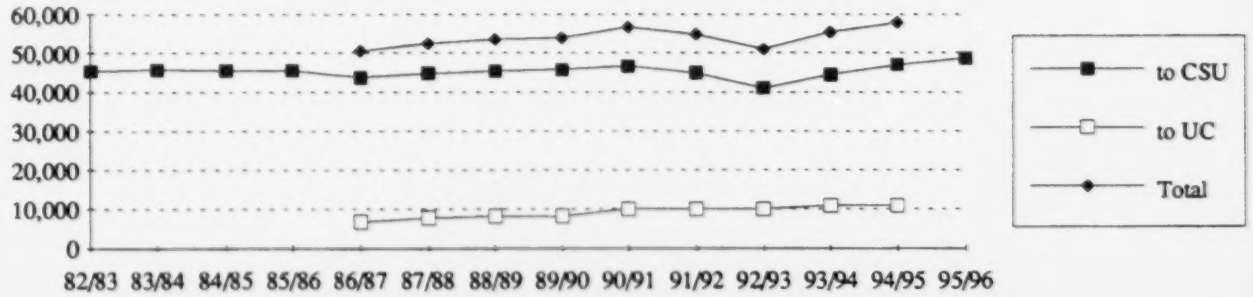
SOURCE: California Postsecondary Education Commission *Student Profiles*, 1981-96

NOTES: — Data not available.

Number of Full-year Transfers to CSU and UC from Chabot and Las Positas Colleges: 1982-1996



Number of Full-year Transfers to CSU and UC from all California Community Colleges: 1982-1996



CHABOT and LAS POSITAS COLLEGES

Transfers to CSU and UC: Separately by College

CSU and UC began reporting transfers from Chabot and Las Positas separately in 1992-93. Until then, all transfer students from C-LPCCD were reported together. In 1994-95, Chabot had the highest number of transfers ever to CSU—706 in the Fall and 1,058 in the entire year—despite the fact that 121 students who previously would have been included in the Chabot count were by then identified as transfers from Las Positas. However, since Chabot CSU transfer numbers returned to previous levels in 1995-96, many students may have rushed to transfer before the Fall 94 semester system started. Chabot transfers to UC have increased slightly over the last 10 years.

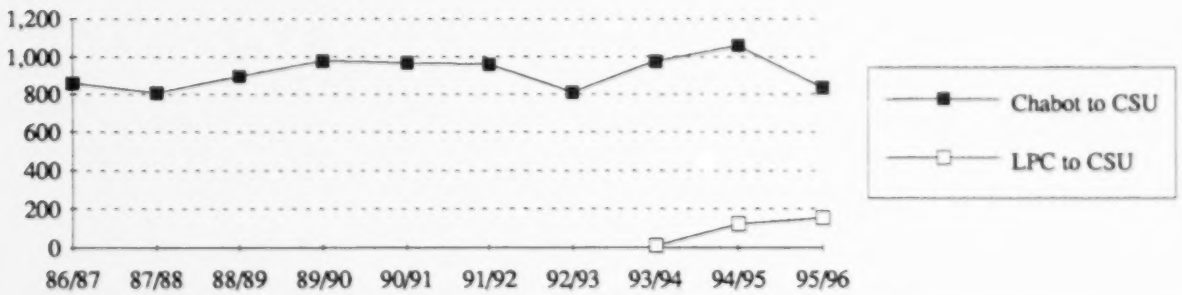
Number of Transfers to CSU and UC from Chabot and Las Positas Colleges
Fall terms and full academic years: 1986-96

Academic Year	Fall term transfers				Full year transfers			
	Chabot		LPC		Chabot		LPC	
	CSU	UC	CSU	UC	CSU	UC	CSU	UC
1986-87	535	81			858	116		
1987-88	484	102			805	135		
1988-89	531	85			893	118		
1989-90	614	105			976	140		
1990-91	588	118			966	159		
1991-92	566	99			958	131		
1992-93	510	111		1	809	124		2
1993-94	605	130	6	15	974	144	9	17
1994-95	706	136	68	28	1,058	161	121	33
1995-96	534	122	100	27	831	—	154	—

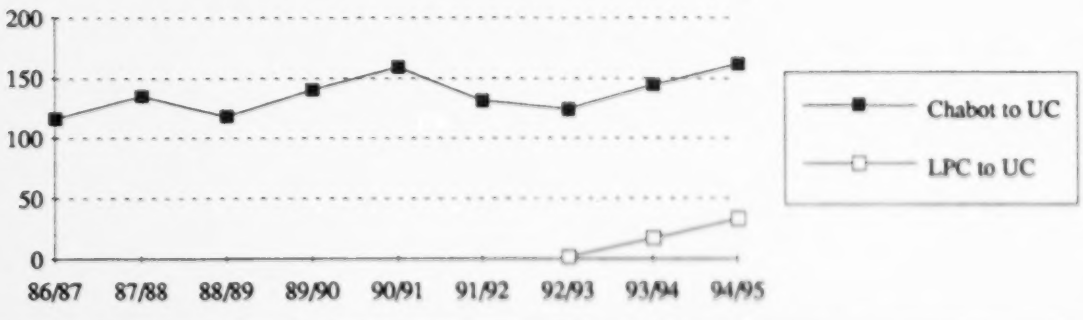
SOURCE: California Postsecondary Education Commission *Student Profiles*, 1981-96

NOTE: — Data not yet available

Number of Full Year Transfers to CSU from Chabot and Las Positas Colleges: 1986-1996



Number of Full Year Transfers to UC from Chabot and Las Positas Colleges: 1986-1995



Chabot College
Transfer Readiness Study
Fall 1991 New Students
Transfer Readiness Status within Four Years

This study measures the percentage of Chabot students who become eligible to transfer within four years, out of the Chabot students who become transfer directed by taking English 1A and transfer Math. This transfer eligibility rate allows us to measure how many students we prepare for transfer to any college rather than how many arrive at the 4-year colleges in California. Shown here are the results for new (first-time college) students who entered Chabot in Fall 1991. Of the 2,558 new students, 19% became transfer directed within four years, and 40% of those became eligible to transfer.

Transfer directed:
Enrolled in English 1A and transfer Math at any time within the four years

Transfer eligible:
Completed 56+ transfer units
Successful completion of English 1A and transfer Math
Transfer GPA of 2.00+

Number of Fall 1991 new students still enrolled, and transfer readiness status, cumulative by quarter

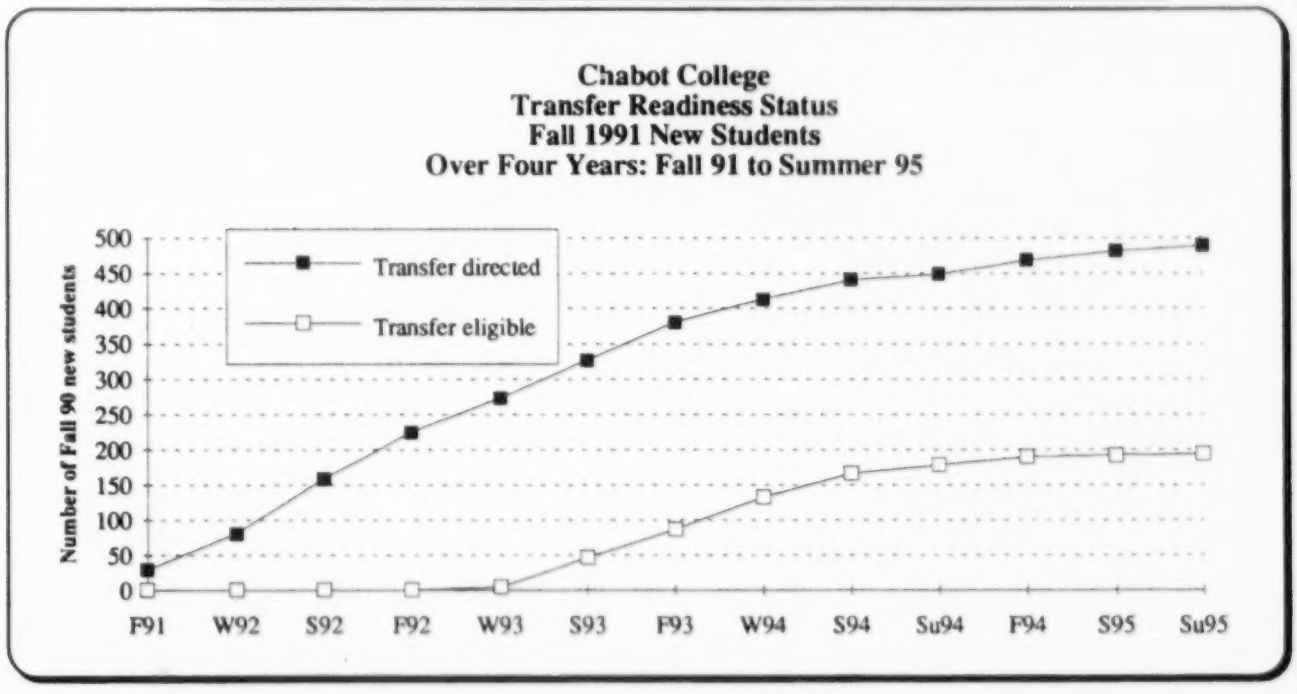
	F91	W92	S92	F92	W93	S93	F93	W94	S94	Su94	F94	S95	Su95
Enrolled Fall 91	2,558												
Transfer directed	29	80	158	225	273	327	380	413	440	448	468	481	488
Transfer eligible	0	0	0	0	4	46	86	132	166	178	190	192	194

Percent of Fall 1991 new students who became transfer directed, cumulative by quarter

1%	3%	6%	9%	11%	13%	15%	16%	17%	18%	18%	19%	19%

Percent of transfer directed students who became transfer eligible (transfer eligibility rate)

0%	0%	0%	0%	1%	14%	23%	32%	38%	40%	41%	40%	40%



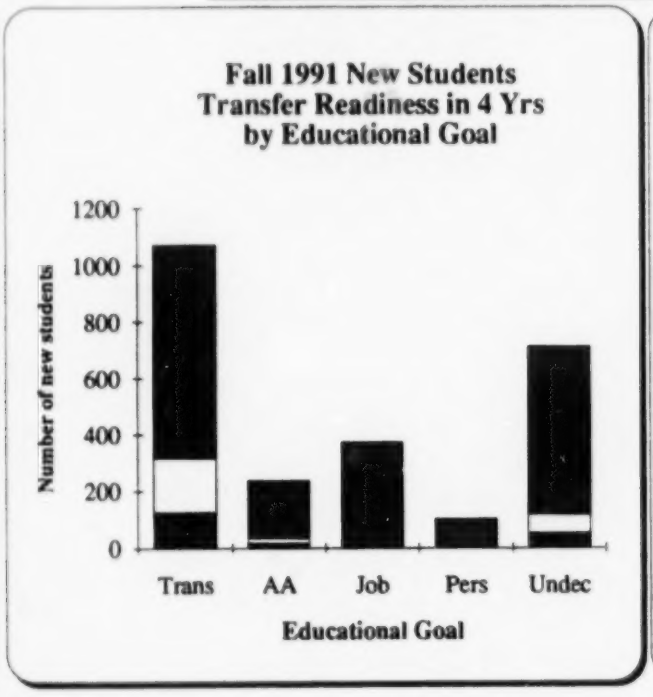
Chabot College
Transfer Readiness Study
Fall 1991 New Students
Transfer Readiness Status within Four Years
By Educational Goal and Attendance Status

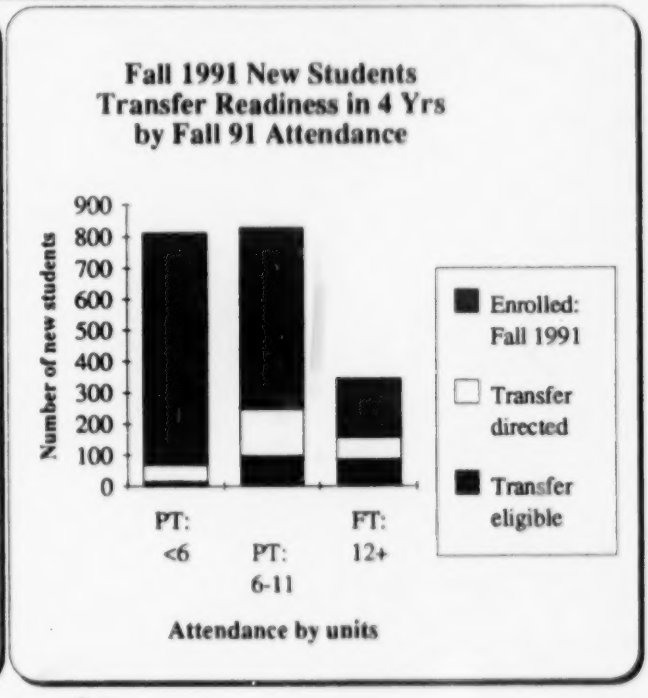
This study measures the percentage of Chabot students who become eligible to transfer within four years, out of the Chabot students who become transfer directed by taking English 1A and transfer Math. Shown here are the numbers of students who were new (first-time college) students in Fall 1991 and who became transfer directed and/or transfer eligible within 4 years, for students with each educational goal and type of attendance in Fall 1991. Students with a goal of transfer, who attended full-time, or took 6-11 units in Fall 91 were much more likely to become transfer directed and transfer eligible.

Transfer directed:
Enrolled in English 1A and transfer Math at any time within the four years

Transfer eligible:
Completed 56+ transfer units
Successful completion of English 1A and transfer Math
Transfer GPA of 2.00+

	Educational Goal in Fall 1991					Attendance status in Fall 1991			Total New Students Fall 1991
	Trans-fer	AA/AS degree	Job training	Per-sonal	Un-decided	Part-time <6 units	Part-time 6-11 units	Full-time 12+ units	
Transfer eligible	125	15	1	0	51	13	96	85	194
Transfer directed	316	35	11	6	117	69	248	158	488
Enrolled: Fall 91	1072	237	373	101	710	813	830	345	2558
Percent of Fall 1991 new students who became transfer directed within four years									
	29%	15%	3%	6%	16%	8%	30%	46%	19%
Percent of transfer directed students who became transfer eligible (transfer eligibility rate)									
	40%	43%	9%	0%	44%	19%	39%	54%	40%





Chabot College
Transfer Readiness Study
Fall 1991 New Students

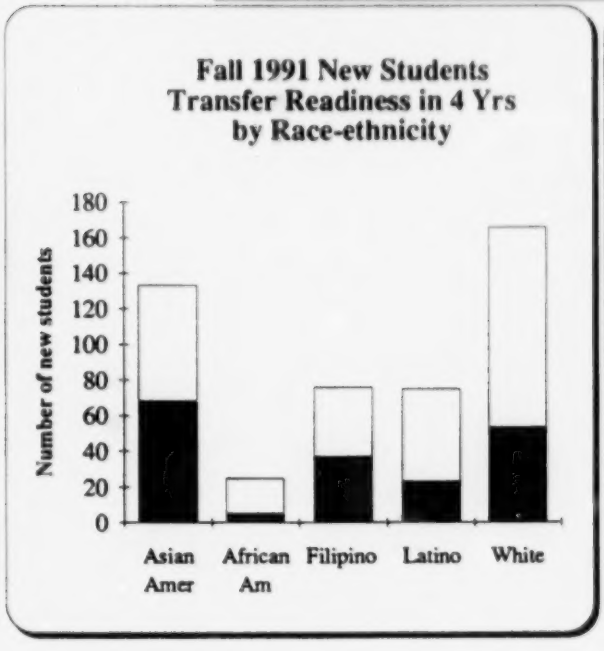
Transfer Readiness Status within Four Years
by Race-ethnicity and Athlete status

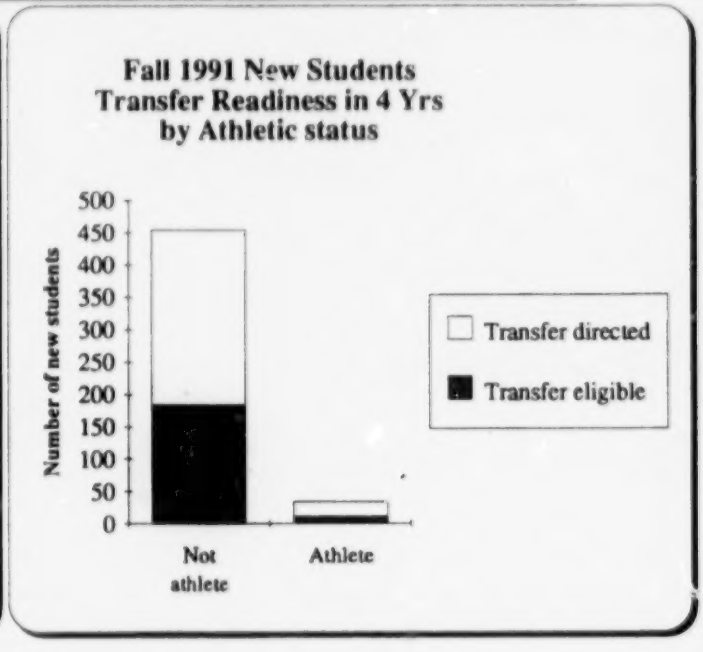
This study measures the percentage of Chabot students who become eligible to transfer within four years, out of the Chabot students who become transfer directed by taking English 1A and transfer Math. Shown here are the numbers of students who were new (first-time college) students in Fall 1991 and who became transfer directed and/or transfer eligible within 4 years, by student race-ethnicity and athlete status. Athletes and Asian American and Filipino students were more likely than non-athletes and African American, Latino, and white students to become transfer-directed.

Transfer directed:
Enrolled in English 1A and transfer Math at any time within the four years

Transfer eligible:
Completed 56+ transfer units
Successful completion of English 1A and transfer Math
Transfer GPA of 2.00+

	Race-ethnicity					Athlete status during 4 years		Total New Students Fall 1991
	Asian Am	African Am	Filipino	Latino	White	Never on an athletic team	On an athletic team at any point in 4 years	
Transfer eligible	68	5	37	23	53	183	11	194
Transfer directed	133	25	76	75	166	454	34	488
Enrolled: Fall 91	406	305	252	478	1018	2465	93	2558
Percent of Fall 1991 new students who became transfer directed within four years								
	33%	8%	30%	16%	16%	18%	37%	19%
Percent of transfer directed students who became transfer eligible (transfer eligibility rate)								
	51%	20%	49%	31%	32%	40%	32%	40%





VI. Appendix

Methods

Measuring success and withdrawal rates by courses and students

There are two ways to count success and withdrawal rates:

1) ***By course sections.***
This method counts the grades for each course section that each student takes, so the total number of grades equals the total number of course enrollments. This total is much more than the number of students, because many students take more than one course.

This method allows us to calculate the percentage of the total grades that were successful (A-C or CR), non-successful (D, F, NC, I), or withdrawals (W). These percentages will total to 100 percent.

The course rates count enrollments in each *course section*, and show the total number and percentage of success and withdrawal grades in all the *course sections*. These course rates provide a useful summary of how students are doing at the *course section* level at Chabot. We can look at these percentages by type of student and student services.

2) ***By students***
This method counts the total number of students. Since each student may be taking more than one course, we can only measure the different patterns of course success or wihdrawal for each *student*, rather than the percentage of course successes or withdrawals for each *course section*. The major patterns that we look at are:

what percentage of the students:

- successfully completed at least one course
- completed at least one course
- withdrew from all their courses

The percentage who withdraw completely and those who complete at least one course will add to 100 percent. The percentage who successfully complete at least one course represent part of the percentage who completed at least one course, so these percentages cannot be added.

The student rates count by *student*, and show the total number and percentage of *students* who are succeeding, completing, and withdrawing at Chabot. The student rates provide a useful summary of how students are doing at the *student* level at Chabot—how many students experience any course completion or success, and how many withdraw from all their courses and leave Chabot.

Differences between course rates and student rates

The course success rates will be lower and the course withdrawal rates will be higher than the student rates because the course rates count each grade the students receive. The student withdrawal rates are lower than the course rates because they count the percentage of students who withdrew from all their courses and left Chabot, rather than counting each withdrawal even if they completed other courses. The student success rates are higher because they count the number of students who had the minimal number of at least one course completion and course success.

Definitions
Success, completion, withdrawal, and persistence rates

Terms used

Enrollments/enrolled:	Enrolled on Census Day (end of 4th week) and received an A-F, CR, NC, W, or Inc.
By course enrollments:	Total based on every COURSE enrollment, so students are counted for each course section taken
By students:	Total based on the number of STUDENTS, regardless of number of courses taken
Success in course:	Enrolled at end of course and received an A, B, C, or CR
Non-success in course:	Enrolled at end of course and received a D, F, NC, or Incomplete (I)
Completion of course:	Enrolled at end of course and received a successful or non-successful grade
Withdrawal from course:	Left after Census and received a W (withdrawal)

Definitions

Can be calculated for all students, or any subgroups of students

Course success, completion, and withdrawal rates

Total enrollments: Number of successful grades + Non-successful grades + Withdrawals

Course success rate: $\frac{\text{Number of successful grades}}{\text{Total enrollments}}$

Course non-success rate: $\frac{\text{Number of non-successful grades}}{\text{Total enrollments}}$

Course completion rate: $\frac{\text{Number of successful + non-successful grades}}{\text{Total enrollments}}$

Course withdrawal rate: $\frac{\text{Number of withdrawals}}{\text{Total enrollments}}$

Student success, completion, and withdrawal rates

Total students: Number of students enrolled on Census Day

Student success rate: $\frac{\text{Number of students with a successful grade in at least one course}}{\text{Total students}}$

Student completion rate: $\frac{\text{Number of students with a completion grade in at least one course}}{\text{Total students}}$

Student withdrawal rate: $\frac{\text{Number of students with a withdrawal in all their courses}}{\text{Total students}}$

Persistence from term to term

Of students who enroll by Census Day in at least one course during one term (term 1), the percentage who are enrolled in at least one course by Census Day in the following term (term 2)

Persistence rate: $\frac{\text{Number of students enrolled in any courses in term 2}}{\text{Number of students enrolled in any courses in term 1}}$

Persistence from Basic Skills to College-level courses

The following definitions were unique to the Basic Skills Persistence Study:

Completed: Completed a basic skills course with an A, B, C, D, or CR in Autum 1993

Persisted: Completed a higher or college-level course with an A, B, C, D, or CR within two years